THE FORMATIVE YEARS OF THE ONTARIO C.A.A.T.S
(Colleges of Applied Arts and Technology)

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Applied Arts and Technology of Ontario

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The writer is also most appreciative of the cooperation of all those persons who cheerfully allowed themselves to be interviewed, an ordeal sometimes endured for several hours under the probing of an amateur interviewer.

PREFACE

THE FORMATIVE YEARS OF THE ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY is a composite of a narrative interspersed with copious comments from recorded interviews with persons involved in the planning, development and/or operation of the colleges together with excerpts from publications, memoranda, minutes of meetings, and correspondence of the Department of Education, the Ministry of Colleges and Universities, the Ontario Council of Regents, the Association of Colleges of Applied Arts and Technology, Student and Faculty Associations, from newspaper and magazine articles, and from debates in the Provincial Legislature.

The Co-ordinator has taken this approach in the belief that the colleges are not old enough as yet to be subjectively evaluated historically, but in the conviction that such a documented record will be valuable background information if and when the time is ripe for writing a definitive history. Much of this record is an expression of what knowledgeable persons thought, felt, knew, and experienced about the colleges, while they, the persons, were still actively involved.

In addition to the written material, the Co-ordinator has assembled hundreds of reference articles relating to the origins and development of the colleges including the tapes and verbatum transcripts of the interviews, and a record of events and incidents some considered too volatile by the contributors for inclusion in a published document at this time.

CHAPTER I

AN INNOVATIVE APPROACH IS CONCEIVED

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PART I

Prelude

> "In every new adventure, there must be a vision of the future, a vision which enables the pioneer to project his thoughts and ideals beyond the arduous first steps. Where goals are clear and high, progress is sure and sound." [1]

The pioneer was the Honourable W. G. Davis, Minister of Education and University Affairs, and the new adventure, the Ontario Colleges of Applied Arts and Technology.

How were the 'thoughts and ideals' conceived that resulted in the development of colleges, as:

> "perhaps the most imaginative, uninhibited and least tradition-bound institutions." [2]

This first section under the heading of An Innovative Approach is Conceived, will explore and record many of the ways and means that resulted in the introduction of these least tradition-bound institutions.

A Preview

> "A single-engine aircraft touches down on a lake near a remote Indian village in Northwestern Ontario and taxis up to the dock.
>
> "A passenger alights carrying an attache case in one hand and a valise in the other. The pilot begins passing out the heavy luggage. There are suitcases crammed with books, pencils,

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1. Introduction to Some Unique Features of Colleges of Applied Arts and Technology, written by Dr. Gerald Maher, a charter member of the Ontario Council of Regents, and later, the second President of Algonquin College of Applied Arts and Technology, in Ottawa.

2. The Canadian Forum - October-November 1972.

"scratchpads, and thermal underwear. A crate is filled with scrap fur. They'll all be needed for the long northern winter that lies ahead. The passenger is a member of the faculty of Thunder Bay's Confederation College of Applied Arts and Technology, and he's going to spend the term among the Indians. He plans to teach everything from elementary reading ---- to producing usable pelts from the scrap fur he's brought along.

"And it's a far cry from the all-electric climate-controlled atmosphere of the main campus on which he spent the last semester. But that's what Confederation College is all about. It's a college for the northland -- and it reaches out far beyond the campus confines to educate the people.

"Embodying the community college concept, Confederation College goes farther than most in innovation and flexibility to meet the educational needs of the community at a post-secondary school but non-university level. In addition to Thunder Bay, the college serves 38 different centres across an area the size of France." [3]

Although much of the activity in the 38 locations of Confederation College of Applied Arts and Technology is academic upgrading combined with short intensive occupationally-oriented programs for adults, the main campus in Thunder Bay offers at least forty post-secondary, two and three year allied health, applied arts, business and technical diploma programs and over a dozen short courses for full-time and part-time students.

Whereas the quotation from the Ontario Hydro News was a reporter's impressions of the college located in the northwestern part of the province, the following, taken from the spring issue of

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3. Ontario Hydro News - November 1971.

the Canadian High News, 1970, are statements of what students in attendance in a college with three campuses on the St. Lawrence River, had to say about their college and programs. "A five-minute session with future-oriented St. Lawrence College of Applied Arts and Technology students will make you wonder how they do so well in the here and now. With rare exception, St. Lawrence College students have a bright eye on the future. For most of them, the post-secondary education they are receiving is but a stepping-stone to bigger and better things, and they are the first to tell you why:"

> "A 23 year old first-year business administration (three year diploma) student at the Cornwall Campus has what he calls a 'spiral' past, but straight-as-an-arrow plans for the future. Leaving high school with an incomplete senior matric, he spent two years working, went to university for one term, and ran his own coffee-house business for a while. 'I really want to go into business for myself again' he says, 'but I was awakened by the experience that more education is needed to be successful'.
>
> "A 19 year old Kingston Campus fashion student, has big plans for her future, too. 'For me, college is a key to further studies. When I finish the three years, I'll go back to my native Denmark to study European fashion at first hand.' She says, 'you really have to be interested in what you're doing at college to get the most out of it.' She commutes 23 miles to school each day and says 'every inch of it is worthwhile.'
>
> "A 19 year old first-year Practical Arts student at Cornwall has similar goals for her future. 'Next year I hope to go to an art school out west. I look at St. Lawrence College as another year of art experience and a big step toward art school and a future in the art world. She feels it's sometimes hard at first to deal with the freedom you're given at college 'Here you're expected to do things by yourself. Although there is a transition period just after coming from the restrictions of high school, very soon you find people putting in extra hours at night, and not because they have to.'

"Twenty-one year old ----- has a burning ambition. A first year water resources student at Kingston, he says, 'I came here from high school because I was interested in pollution control and a good water resources program was offered here. I'd be spending two years with CUSO when I finish, then go on to oceanographic studies? He has a thing about people who think smugly about community colleges. 'St. Lawrence College is not a second-rate university as some might think. You find more people here who really want to work for their education and future than you would at university. 'Technology is the now and the future thing, so community colleges can only grow and prosper?'

"Also at Cornwall, a 19 year old second year civil technology student, -----, echoes another student's view on the merits of St. Lawrence. 'I wanted to work as an engineer and spent some time after high school in engineering studies at university. The extreme amount of theory turned me right off and I found I was more interested in the technology side. University was just too big for me. No one seemed to care, but here you can communicate, particularly with teachers which I think is really important?'

"A 21 year old, second year student, specializing in graphics, thinks of his future in terms of more than just his college studies. 'One of the most important parts of a student's life as far as I am concerned is involvement in college activities.' He referred to the student newspaper, planning committees, sports and student government. 'I think this is an additional and important asset you should have on graduation since it gives you training in relationships with people and organizations?'

"One 20 year old girl at the Kingston Campus not only has her own future mapped out, but wants to help prepare the future of youngsters, -----, first year student in a two-year early childhood education program intends to teach nursery school or kindergarten. 'I wanted very much to be a teacher when I left grade 13, but I didn't want to go to teachers' college. Besides I like little kids best.'"

And finally, in an article in the October-November, 1972, issue of the Canadian Forum, under the title of the Big Blue Schoolhouse: the Davis Era in Ontario Education, by Walter

Pitman, formerly an education critic for one of the opposition parties in the Ontario Government, now Dean of the Faculty of Arts, Trent University, wrote in part as follows:

> "Perhaps Davis (as Minister of Education) will be remembered most warmly for the development of the Colleges of Applied Arts and Technology. Yet, even the greatest achievement had flaws which came as a result of this pervading lack of careful consideration. The Colleges are perhaps the most imaginative, uninhibited and least tradition-bound institutions -- but how unfortunate that more opportunities for participation and decision-sharing have not been the hallmark of these institutions. Indeed, they stand outside the mainstream of intellectual freedom with their facilities in some half-way house between the status of public servants and professionals."

Following these miscellaneous quotations, the formative years of colleges which were developed from common legislation but with ideologies ranging from a 'mosaic campus', the 'storefront College', and the 'City is the Campus' to 'pluralism' as a potential doctrine will be explored in the next several sections.

THE PROBLEM

Commencing in the early sixties, public pressure was mounting to expand the opportunities for student enrolment in institutes of technology and vocational centre types of programs. The Minister of Education, the Honourable Mr. William Davis, conceded in the Legislature on April 30, 1964, that although consideration was being given to expanding the newly established vocational centres on a geographic basis as had been done with institutes of

technology, "there was still a problem of the academic student who wants perhaps another two years of school, but is not qualified for, or who does not want to go to university." He went on to say that "this is an area we are presently studying." 4

A STATEMENT OF POLICY

Except for a general policy statement in the Legislature on February 23, 1965, concerning education and training by the Prime Minister, the Honourable John P. Robarts, a "grey area" in official information seemed to develop after the Minister of Education 's April 30, 1964 announcement concerning the government's proposed action in the area of post-secondary non-university education. This grey area continued for over a year until the Minister's introduction of legislation on May 21, 1965 in the Legislature.

In the Prime Minister's policy statement the implications of technological change for economic and human growth and for education were emphasized as follows:

> "The whole history of mankind has been a story of change and adaptation; without change, obviously, there can be no improvement. While the rate of change and the rate of production of knowledge and technological applications have increased substantially in recent years, this has been a man-made and man-dominated phenomenon, arising in part through deliberate concentration of material and human resources for this purpose in research and development.
>
> "Nevertheless, we know that many changes which lie ahead of us will have far-reaching implications for employment, for everyday living, and more particularly for education and training, not only of children and youth but of adults as well.

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4. Ontario Legislature Debates, April 30, 1964, page 2633.

"We can recognize that the long-term solution of most of our problems obviously lies in education and training, in the fullest possible development and utilization of all human resources.

"A general phenomenon of our day is that brainworkers -- 'knowledge workers', and these, in the future, of an ever-higher calibre -- are the prime economic need for our society of today and as we enter the somewhat advanced states of industrialism we must provide whatever opportunities are necessary as a government so that each individual may be assured an opportunity through education to develop his potentialities to the fullest degree and to employ the talents given to him to the greatest advantage. We plan to accomplish this through free choice, not through coercion and regimentation of our fellow citizens.

"We need not only more education, but a better and somewhat different education for the future.

"We must foster adaptability and flexibility to meet new and changing conditions which are inevitable.

"We must teach and plan for change, because this will be the outstanding characteristic of this period in which we live, as it is now and will be in the future.

"We must also, in my view inculcate in our people an attitude of mind -- and this does not apply only to our young people -- where we do not fear change.

"We must use our new technologies, we must not attempt to suppress them. We must never, of course -- and this is going to be one of the major objectives -- we must never lose sight of the unique worth of the individual.

"----- if we are to accomplish these aims we must indeed envisage something much greater and much broader, much different from anything that we have yet known.

"Continuing education must become one of our realities. It will continue throughout life. I would suggest that many of these matters have already been recognized.

"There is no doubt that this is going to be enormously expensive, but you need only look at the growth rates and see our ability to create wealth, to recognize that we are going to have to spend it in order to look after the people of this province.

Although this policy statement did not appear to have been given much publicity at the time, nevertheless, as subsequent

events proved, it laid the foundation for the development of the colleges of applied arts and technology.

THE GREY AREA DEEPENS

During this period, the grey area, there were critics in and out of parliament complaining bitterly about such things as:

> "Of American youth receiving post-secondary education at present, better than 10 per cent are in community colleges and this percentage is increasing steadily. It is, I think, to our shame that we in Ontario are so far behind the Americans in developing new institutions and new patterns which are demanded by modern education. [4]

> "There is a feud going on among those high up in the academic community over just what this jurisdiction should be. In fact, the future of the community colleges appears to be in some doubt. Disagreement between the Ontario Universities and the provincial government over a proposed system of junior colleges has resulted in the delay of the government announcement on the system. Certainly all of us want to discuss how these colleges will be controlled, how they will be financed, and where they will be located. [5]

> "There should be an organic relationship between the colleges and universities. They should not be 'dead-end' institutions. Should consider liberal colleges rather than community colleges and more universities. [6]

AN EXPOSITION

While the members of parliament and the news media were questioning and demanding answers about the nature of the pro-

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4. Ontario Legislature Debates, February 4, 1965 pge. 277 Mr. M. Gaunt.

5. Ibid, pge. 620, Mr. R. F. Nixon.

6. Tape and Transcript #46

posed new colleges and the timing of their implementation, there was much unreported activity behind the scenes as the following quotations reveal. These quotations are from recorded interviews with persons on a purported Minister's Study Committee and with others who had a special interest in the development of the colleges. The quotations have been transcribed as closely as possible from the taped interviews,[7] and are inserted to fill in some of the time gaps in the grey area.

The first such quotation reflects the reactions of many persons interviewed concerning the urgency to establish the new colleges four years after the introduction of the new program of studies in secondary schools in the early 1960's.

> "In the late '40's' the economists sold us all a bill of goods. We as educators were only too happy to buy it because it produced a lot of good jobs for us and a chance to do what we could with Government resources. The proposal was that there is some mystic relationship between investment in schooling and in economic development. They not only sold it here; they sold it everywhere. They sold it to all developing countries who really poured an immense portion of national budgets into getting little kids into school. That bubble lasted until about 1968 but in the middle of it (1961-62) came the Robart's plan, (Reorganized Secondary School Program) which effectively separated the universities from the secondary schools, so that the former would no longer control the latter. Up until then -- the secondary school was used as a screen for university admission. If you (the students) were not good enough to get into university you didn't graduate from secondary school. Well with the Robart's Plan those two things got separated and it was perfectly

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7. Complete transcriptions will be retained for future historical purposes.

"proper to graduate from secondary school without going to university. That is great, but Mr. Davis and other people knew that social unrest is not caused by people who are very poor -- it is caused by people with rising aspirations who have been thwarted. What he saw coming was hundreds and thousands, of young people being ground out of secondary schools (commencing in 1966) with nowhere to go, and without the skills necessary to find something after secondary school to give those kids the skills they needed to keep them off the streets and the unemployment rolls. He didn't have the machinery for doing that. So that was the momentum that gave rise to the colleges all over the country. I would guess that nowhere in our history or anyone else's except in the mobilization for war, has there been an educational development of the rate of speed, resulting within five years in 22 colleges in Ontario. For people who believed it took 50 years to change education that was an interesting development." [8]

The following quotations, picked from conversations with several persons closely associated with the Minister during the planning period, are included to reflect some of the behind-the-scenes philosophizing.

"Davis said at the start that he wanted something that would be unique to Ontario. He didn't want to use 'community college' for the name because that is an American concept. It had to be something different.

"Davis had an expression, 'there's no sense in pioneering somebody else's mistakes'.

"He (Davis) felt very strongly that the timing was right. With public acceptance and with Legislative acceptability, now was the time to hit it.

"Robarts was adamant that the Province should pay 100% of it (operating costs) because otherwise it would be a burden on the municipalities and the Government did not want to add to the (property tax) burden.

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8. Tapes and Transcripts, 10 and 11.

"The Boards of Governors were given a fair amount of autonomy; some members thought they should have more and others less.

"That California Community College had class. Parents were trying to get their kids into it.

"Davis came along with a friendly treasurer, with a friendly public and in an affluent period that allowed the legislation to happen.

"There would be a real good grass roots input.

"We couldn't see how in hell we could get the colleges out of the Civil Service and Public Works unless we created some local body.

"They were not to be baby universities; they were to be practical institutions, not side-doors to the universities." [9]

VISITS TO OTHER JURISDICTIONS

During this period, too, the Minister and other officials of the Department of Education visited California, (November, 1964), and Florida to study junior and community colleges. The study party to California included the Honourable W. G. Davis, Minister of Education; Dr. R. W. B. Jackson, Director, Department of Educational Research, Ontario College of Education; Mr. Clare Westcott, Executive Assistant to the Minister; and Mr. Bascom St. John (later Doctor), Director, Policy and Development Council, Department of Education. A comprehensive copy of a report of this visit by Dr. Jackson is included in the appendices. The report concludes with the following:

"The trip was tiring, but very worthwhile to all concerned. By studying carefully what others have done and are doing, we, in Ontario, can obviously save months or years of work and avoid costly mistakes."

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9. Tapes and Transcripts 1, 2 and 3.

The Minister made special mention of this trip in his address to the Legislature on May 21, 1965.

It was interesting to note in the report that the Joint Study Group was "met by the Canadian Consul General, Dr. Orville E. Ault, who had assisted with the plans for the meetings in San Francisco and Sacramento". Later Dr. Ault was one of the charter members of the Ontario Council of Regents.

Some features of the California system investigated concerned the tuition-free aspect, university parallel courses, staff qualifications, comprehensive college, open-door admission policy and administrative structure. In the latter, it appeared the junior and community colleges depend as much as 75% on local property taxes for their operating budgets and on approval of the college area taxpayers for bond issues to provide funds for capital expenditures. The merits of all these factors were evaluated carefully before presenting the legislation for the Ontario Colleges.

The idea of the Ontario Council of Regents as an advisory body to the Minister developed from the California Board of Regents. Council was substituted for Board to suggest an advisory role rather than executive function; this subtle difference was not appreciated by some members of the first Council. Although the Ontario structure for Boards of Governors parallels the California System, more control by the Government was written into the Ontario Act at the insistence of some of the Minister's colleagues.

The California trip was well-documented, but there seems to be very little information on the Florida and other trips.

In addition to these two visits, discussions with Ministry Officials indicate that other persons made trips to California, Florida, Mexico and Hawaii, and later to several countries in Europe.

> One official summed up his experience from several trips by saying, "You didn't always learn what ~~not~~ to do but rather what not to do." He said that on several occasions he was advised by his host, "For God's sake don't do it the way we did."
>
> Another touring official of that period confided that "the wrong people frequently made the trips." He thought persons who had previous experience in this area of education should have been sent since they would have known "what to look for and what questions to ask."
>
> Still another official expressed "disappointment at the California trip because the colleges visited offered largely university transfer programs, not stressing vocationally oriented courses." He confided, "On entering these colleges (in California) we found that university transfer programs dominated the enrolments even in the community-oriented ones, and were told that there were very high casualties of the university-parallel graduates on entering the four-year university courses." 10

Except for one California trip and one to Florida, it appeared from conversations with several persons that the other trips were largely personal aggrandizement junkets for a selected and privileged few. It is significant, too, that,

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10. Tape and Transcript #3.

Refer to Page 13 -

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Still another official expressed "disappointment at the California trip because the colleges visited offered largely university transfer programs, not strong vocationally oriented courses." He said, "We saw some of these in Florida." He confided, "On entering these colleges [in California] we found that university transfer programs dominated the enrolments even in the community-oriented ones, and were told that there were very high casualties of the university-parallel graduates on entering the four-year university courses." (10)

except for the first California trip, no one recalls or can produce written reports of these other trips. Oral reports, on occasion, seem to deal with topics unrelated to education unless a very broad interpretation of the word, education, is accepted.

THE PROTOTYPES

PART II

In reviewing some of the decisions that would have to be made once the legislation was passed, the Minister told the Legislators:

> "We must decide what part our present institutes of technology and trades and vocational centres will play in the new plan. It may well be that the provincial Council of Regents will recommend a complete integration of existing institutions and efforts, using the present buildings, staff, and programs as nuclei for the development of the new colleges.
>
> "We have had in the Department of Education some considerable experience with institutes of technology and vocational centres, and in many respects these older institutions have served, and are serving even today, as prototypes of the new colleges." [11]

It had been argued that these existing technical institutes, although they had been doing an "excellent job as single purpose institutions" [12] should remain outside the new college development as had comparable institutions in Alberta and British Columbia. A charter member of the Ontario Council of

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11. Statement by the Minister of Education in the Legislature, May 21, 1965.

12. Former Director of Admissions, University of Toronto - tape #46.

Regents expressed his thoughts in the following terms:

> "If it was the Minister's concern that we should not duplicate existing kinds of institutions, it seemed that we should have allowed the single purpose institutions to continue as they were, and that we create new community colleges. After we got the new institutions under way enabling them to develop their own characteristics, then the vocational centres and institutes of technology should be drawn into them." [13]

At the first meeting of the Council of Regents, the Council recommended to the Minister that the existing technical institutes, with the exception of the Ryerson Polytechnical Institute, be transferred to Boards of Governors as soon as such Boards were appointed in the area of the institutes. The transfer applied only to seven of the current twenty-two colleges.

These "older institutions" in reality, were highly specialized offering a number of technological, technical, trades, service, applied arts, commercial and business oriented programs, and too, they were administered quite rigidly by the Ontario Department of Education. All staff appointments including promotions, the purchase of equipment, advertising, publications, introduction of new programs and even changes in existing courses had to have the approval of the central authority.

The "new colleges" would differ from the older institutions mainly in administrative structure and in the greater variety of program offerings. They would be managed by local boards of governors and would combine under one jurisdiction not only all the programs offered in the previously established

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13. Tape and transcript #46.

provincial technical institutes, but would be expected to develop additional programs largely in the applied arts, recreational, para-medical and general adult education areas. In "this new educational venture" the colleges, too, would have greater freedom in developing post-secondary education programs of instruction, "to meet the needs of graduates from any secondary school program and the educational needs of adults and out-of-school youth whether or not they are secondary school graduates." [14]

In addition, the colleges would be expected to take over the Manpower Training Programs administered at that time by local boards of education.

In the next few pages a brief history of these and other institutions that "served, and are serving even today, as prototypes of the new colleges" [15] will be recorded and reviewed.

Group I

In the first group are examples of those institutions established as provincially supported diploma or certificate granting institutes or colleges that over a period of time become totally or partially degree-conferring.

A discussion of this group was inserted because there is some evidence that the authorities in a few colleges of applied arts and technology see their colleges eventually becoming in part at least degree-conferring. The report of the Commission

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14. Statement by the Minister, the Honourable W. G. Davis, in the legislature, May 21, 1965.

15. Ibid.

on Post-Secondary Education also suggests this possibility as follows:

> "Individual colleges of applied arts and technology wishing to award distinctive bachelor's degrees, such as Bachelor of Technology (BT) and the Bachelor of Applied Arts (BAA), to students successfully completing their present three year programs in the appropriate divisions should be permitted to do so." [16]

COLLEGE OF TECHNOLOGY AT TORONTO IN 1872 [17]

This college was organized as an evening school for mechanics and others interested in the practical sciences. Although originally planned as a new building on the Normal School Grounds (Victoria Square) now the site of the Ryerson Polytechnical Institute, the Government acquired the Mechanics' Institute Building at the corner of Adelaide and Church Streets as an interim economy measure.

The founding of the college, frequently referred to as the school of technology or technology school, aroused heated criticism from the political opposition and controversy in the local newspapers, much of it not unlike that experienced in the late fifties and early sixties when the technical institutes were being expanded and the community college concept was proposed.

Officially it was stated that the new college of technology would offer "preparatory education for skilled men as

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16. The Learning Society - Report of the Commission on Post-Secondary Education in Ontario - Recommendation #32.

17. Ontario Education Report, 1872.

engineers, managers and operators in the various mechanical and manufacturing establishments and in the steamboat and railway systems of the country." [18]

Nearly a century later, the Minister of Education in addressing the Legislature with reference to the proposed colleges of applied arts and technology made a similar statement to the effect:

> "In this new age of technological change and invention, also, it is essential to the continued growth and expansion of the economy of our Province, and our nation, that adequate facilities be made generally available for the education and training of craftsmen, technicians and technologists." [19]

It is interesting to note in the history of this college that the "disquieting technological lesson taught by the Franco-Prussian War of 1870-71" [20] had a world wide effect on the direction of education in the late 1870's, just as the first 'sputnik' launching in 1957 spurred on the expansion of technical and scientific education in Canada and other parts of the world in the late 1960's.

Opposition members of Parliament and editorials in the news media of the day accused the Government of "brooding over policy" [21] and called upon the Government to "make a beginning of the great work of technical education." [22]

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18. Ontario Education Report 1872.

19. Statement by the Minister, the Honourable W. G. Davis in the Legislature, 21st May, 1965.

20. Young - Early Engineering Education in Toronto.

21. Ibid.

22. Ibid.

According to critics the proposed new technological college should be associated with a university college for instructional, appliances and management services even though schools and university colleges at that time were exclusively "liberal studies" oriented and apparently had "no stomach" for "practical" science.

The Government and supporters of the new concept of technical education argued that the methods of teaching must be very different from those in the liberal arts colleges and if attached as an "Appendage" [23] to such a university college "would ensure its (college of technology) ultimate failure." [24] The teaching in the School of Technology, they insisted "needed to proceed by illustration and practice, involving to some extent the manual element." [25]

As soon as the School of Technology was established, however, some of the critics were accusing the now defeated Government that initiated the concept of undertaking it "without any regular plan, or apparently without any idea of what its cost or maintenance would be." Subsequent events in the 1960's suggest that history does repeat itself.

In accounts of events of the time, Dr. Egerton Ryerson, head of the Educational Office, although seemingly supporting the concept of a technology college in the early stages appeared to waver

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23. Hodgins - Documentary History of Education.

24. Ibid.

25. Young - Early Engineering Education in Toronto.

at times, but apparently advocated strongly that the college should be the responsibility of the Government and not part of the university system.

Dr. C. R. Young in his informative book, Early Engineering Education in Toronto, sums up Dr. Ryerson's involvement as follows:

> "In light of the available evidence the author believes it to be highly probable that the idea of setting up a School of Technology originated with Egerton Ryerson. If so, there was added significance in the establishment in 1948 on the old Normal School Grounds (Victoria Square) of a great and useful school devoted to the promotion of the arts and manufacture through education -- the Ryerson Institute of Technology."

The Ontario Education Report of 1872, prepared in the Education Office and signed by Dr. Ryerson states:

> "It is appropriate, in connection with this part of my Report, briefly to refer to what is being done in other countries to provide for further instruction in elementary and practical science, but at a stage beyond our high schools.
>
> "The object of this instruction, taken in its most comprehensive sense, is (as just explained) to render the talents of the citizen most useful to the state in that particular craft, trade or profession in which he or she is engaged, whether as a mechanic, farmer, sailor, engineer, teacher, merchant, architect, minister, doctor or lawyer, (an amazing similarity to the objects of nearly a century later).
>
> "Schools of Technology for Artisans, etc., are of quite recent origin in England, the United States, and I am happy to say, in Ontario also.
>
> "Early in 1871, the Government of Ontario sent two Commissioners (Drs. Hodgins and Machattie) to the United States to make enquiries 'in regard to Schools of Practical Science'.
>
> "As a result of these enquiries, a 'College of Technology' was established in Toronto in that year. It is, I believe, quite successful."

It is interesting to note that the two Commissioners were given less than six weeks to visit six institutions located in three States and to make their report.

Although there was much publicity concerning this new college of technology, the legislation to regulate "the Technological College, for which the Legislature has already made provision", became a measure in January 1873, entitled, "An Act to Establish a School of Practical Science." This act cleared the way for the introduction of professional courses. The School of Practical Science continued to be housed in the Mechanics' Institute Building until 1877 when it moved to a new building near University College. This building, affectionately called the "Little Red Schoolhouse" by thousands of engineering graduates, remained on the university campus until 1966.

In 1906, by the University Act, the School of Practical Science became the Faculty of Applied Science and Engineering in the University of Toronto. As the School of Practical Science became more closely associated with the University, the preparatory and upgrading technical and business programs were discontinued and were not offered as post-secondary courses until the technical institutes such as Ryerson and the Provincial Institute of Trades were established after the Second World War. Even then the trades and certificate programs were offered in separate institutions from the diploma courses until the colleges of applied arts and technology were established in the late 1960's.

ONTARIO SCHOOL OF AGRICULTURE AT GUELPH IN 1874
RENAMED: ONTARIO AGRICULTURAL COLLEGE IN 1880

This college offered one year programs initially, added a year in 1880 leading to Associate Diplomas for graduates, and in 1885 granted three year BSA degrees. In 1902 the degree program was extended to four years, and in 1964, the College became one of the Founding Colleges of the University of Guelph.[26] The College continues to offer a four semester Associate Diploma in Agricultural Programs.

THE LAKEHEAD TECHNICAL INSTITUTE AT PORT ARTHUR IN 1946

This technical institute developed through the efforts of a committee of interested citizens. Classes commenced in January 1948 in temporary quarters in Port Arthur.

The new institute offered two-year diploma courses in Forestry, Agriculture and Mining for any grade 12 graduate. In the following September, a University Division providing the first year only of courses in Arts, Commerce, Applied Science, Forestry, and Household Science was added to the Technology Division. The University Division served as a junior college for the people of northwestern Ontario. In 1956, it became the Lakehead College of Arts, Science and Technology with its own Board of Governors, and in 1962, the College was granted degree-conferring powers. In 1965 it was renamed the Lakehead University.

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26. Centennial Seventy-Four - Ontario Agricultural College, University of Guelph.

The University continues to offer certificate and diploma programs in a limited number of applied arts, business and technology options. A tacit understanding, with the University, at the time the college of applied arts and technology was approved for the Thunder Bay area suggested that the university would not add new diploma or certificate courses and would phase out its existing community college type programs over a period of time In a like manner, the college went on record that it would not offer programs of instruction in competition with the university.

Since a new program of instruction had not been clearly defined nor had a definite time limit been established for the phasing-out process, it is debatable as to how well these two institutions in the first few years lived up to the rather vague understanding.

In order to resolve the many problems resulting from the conflicting interests of the College of Applied Arts and Technology in Thunder Bay and the Lakehead University, the Commission on Post-Secondary Education was requested in February 1970, by the Minister of Education and the Minister of University Affairs, the Honourable W. G. Davis, who held both portfolios, to assess the situation in Thunder Bay concerning the responsibilities of the respective institutions. The report was published in 1972 under the title of Post-Secondary Education in Northwestern Ontario. It will be interesting to see how many of the recommendations contained in the report will be accepted and how well those that are implemented will resolve the problems.

THE RYERSON INSTITUTE OF TECHNOLOGY AT TORONTO IN 1948

The Ryerson Institute was in a sense a continuation of the Toronto Training and Re-establishment Institute established in 1945 for veterans only by the Federal Government and administered by the Provincial Department of Education.

On being established, Ryerson upgraded the short (six months or less) business, technical and other specialized programs for veterans to two-year and in 1950 to almost exclusively three-year diploma programs beyond grade 12 in the areas of applied arts, business and technology. Ryerson also introduced co-operative programs largely in retailing, but after early successes had to discontinue them for a number of reasons, one of which was economic in nature.

The dramatic and successful story of the Ryerson Institute was due to the unremitting drive of its first Principal, Mr. Howard H. Kerr, later honoured with a doctorate by the University of Toronto. While Dr. Egerton Ryerson, the educator after whom the Institute was named, was recognized nearly a century ago as the father of public education in Ontario, Dr. Howard Kerr will be recognized by future historians as the father of post-secondary non-university education.

The Institute's success had unfortunately two unrelated out-growths, one external and one internal. One spawned a jealousy, and to a degree, a subconscious fear on the part of a few academics including some members of the Department of Education, and the second, a feeling of superiority on the part of not a few students, faculty and administrative staff. The former somewhat impeded the ac-

ceptance of the true worth of the Institute's programs by the academic world and the latter engendered a clamour of degree status.

In response to various pressures, Ryerson Institute of Technology became the Ryerson Polytechnical Institute in 1964 to be administered by a Board of Governors. In 1972, the Ryerson Polytechnical Institute, although retaining its traditional diploma (continued on page 25)

programs, was granted a degree-conferring charter. To maintain a non-traditional university identity, the Bachelor degrees would be conferred in Applied Arts or in Technology depending on the program. Whether the degree courses will overshadow the diploma programs in the minds of the students, faculty and the public as had happened in other jurisdictions, and whether the degrees will be accepted by society are questions that must be left for future assessment.

Although growing out of a vocational and trade oriented training establishment, the Ryerson enrolments in the past several years have divided almost equally among the three major divisions of the Institute - applied arts, business and technology; a ratio similar to that in several of the colleges of applied arts and technology.

Group II

In the second group, are included examples of diploma-granting colleges operated by the Provincial Government of a type similar to colleges of applied arts and technology:

CENTRALIA COLLEGE OF AGRICULTURAL TECHNOLOGY AT
HURON PARK IN 1967

KEMPTVILLE COLLEGE OF AGRICULTURAL TECHNOLOGY AT
KEMPTVILLE FOUNDED AS THE
KEMPTVILLE AGRICULTURAL SCHOOL IN 1917

NEW LISKEARD COLLEGE OF AGRICULTURAL TECHNOLOGY AT
NEW LISKEARD IN 1966, AND

RIDGETOWN COLLEGE OF AGRICULTURAL TECHNOLOGY AT
RIDGETOWN ESTABLISHED AS
THE WESTERN ONTARIO AGRICULTURAL SCHOOL IN 1951.

Although the admission requirements are grade 12 or the equivalent and they offer two-year diploma programs, these

colleges have not been included within the jurisdiction of the Colleges of Applied Arts and Technology for reasons that appear to be partly political. It is interesting to note that those colleges in the group established during the past ten years and those that have had a change of name in this period adopted the term technology; a word given status by the success of Ryerson and the Provincial Institutes of Technology. In this group, too, are included, Ontario School of Art, 1876,[27] and The School of Horticulture,[28] The Niagara Parks Commission, 1936.

Group III

In the third group are listed post-secondary schools offering allied health programs on a co-operative basis:

HOSPITAL SCHOOLS OF NURSING

REGIONAL SCHOOLS OF NURSING

SPECIAL SCHOOLS OF NURSING

Although a few of these schools had contracted for classroom instruction in certain related subjects with some of the Colleges of Applied Arts and Technology for the past three or four years, all 56 such schools have now been incorporated into the college system effective, September 1, 1973.

Commencing in 1938 several schools of medical technology were established in hospitals, and in 1961 Regional Schools or Institutes of Medical Technology were also established in London, Hamilton and Toronto. All of these have been or will be incorporated into the college system within a year.

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27. Horizons - Published by the Ontario Ministry of Colleges and Universities, 1973.

28. Ibid.

Group IV

In the fourth group are listed the Ontario Training and Re-establishment Institutes established in 1945-46 for veterans only, by the Department of Veteran's Affairs of the Federal Government and administered by the Provincial Departments of Education.

Although the veterans training institutes completed their assigned responsibilities in 1947-48, the experience gained with these institutes conditioned the thinking concerning the establishment of the provincial technical institutes.

In Ontario, these training and Re-establishment Institutes, called 'Rehab Schools' by the veterans, were established in Brockville, Cornwall, Hamilton, Kitchener, London, Port Arthur (Thunder Bay), Toronto and Windsor and provided three general types of programs - Business, Matriculation and Trades.

The business programs, varying in length from two to six months included accounting, bookkeeping, shorthand and typing and prepared the graduates for employment. The matriculation programs were designed to meet the requirements for admission to a university program of the veteran's choice. Applicants with a grade 12 background were given up to four months to complete grade 13 and six months if they had less than grade 12 on admission. Records indicated that many veterans with limited previous secondary school experience were able to qualify for admission to university in the six months period. Extension of time was granted in deserving cases.

This program proved to educators that students with high motivation and maturity could acquire amazing academic results in a short period of time if given the opportunity. Thousands of persons today can attest to this thesis through what they have accomplished thanks to the 'rehab' program. Many of the administrators and staff members of this program wondered why similar opportunities should not be offered to anyone who left the secondary stream before completion. The basic training for skill development (B.T.S.D.) of the Manpower Retraining Program is a modification of the 'rehab' matriculation upgrading as are some of the academic upgrading programs offered in the colleges.

The 'rehab' program applied to both the apprenticeship and non-apprenticeship trades. On completion of the allotted six months of concentrated training including the necessary academic subjects, the successful graduate in the apprenticeship trades was given up to two years' credit towards his journeyman's licence. Those completing the non-apprenticeship trades sought employment in competition with other skilled persons.

On assessment, the programs for veterans have been judged one of the most daring and successful ever attempted in the field of education. Much of the experience gained in the two and a half years contributed to the early success of the Ryerson and other technical and trade institutes, and many 'rehab' staff members found challenging and exciting careers in those institutes and later in the colleges of applied arts and technology.

In addition to the previously mentioned Ryerson Institute of Technology, the Provincial Institute of Trades in Toronto also had its start in the 'rehab' program.

Group V

In this fifth group are listed the technical institutes, the forerunners of seven colleges of applied arts and technology. A summary of the histories of these institutions will be included later in the commentaries of the respective colleges.

THE PROVINCIAL INSTITUTE OF MINING IN HAILEYBURY IN 1945, (P.I.M.)

The first of the post-war institutes of technology, and

THE NORTHERN ONTARIO INSTITUTE OF TECHNOLOGY AT KIRKLAND LAKE IN 1962 (N.O.I.T.)

formed the nucleus of the Northern College of Applied Arts and Technology.

THE PROVINCIAL INSTITUTE OF TEXTILES AT HAMILTON IN 1946 (P.I.T.)

In 1956 it was renamed the Hamilton Institute of Technology, (H.I.T.) and ten years later became the Mohawk College of Applied Arts and Technology.

The Provincial Institute of Mining and the Provincial Institute of Textiles, the first two established, were in effect, mono-technology institutes catering to one industry only, whereas all those established afterwards, including the Lakehead and Ryerson, were in effect "poly-techs".

It may be interesting to include at this time a couple of anecdotes concerning the name - Hamilton Institute of Technology. Somehow the name had been established unknown to the then Minister

of Education who had been promoting regional names such as Eastern (Western and Northern) Ontario Institute of Technology. At the first convocation exercises under the new name, the Minister showed extreme annoyance, threatening to have the name changed to the South-Western Ontario Institute of Technology. To the relief of all in Hamilton, he apparently reconsidered on his return to Toronto. Several wondered afterwards what regional name would be given to an institute if one were located later in London.

The second concerns the comment of a visitor to the Hamilton Institute who remarked on seeing the letters H.I.T. on students' jackets, "It's fortunate the Institute is not located in South Hamilton."

THE PROVINCIAL INSTITUTE OF TRADES TORONTO (P.I.T.)

Originally it was a part of the Ryerson Institute of Technology, but was established as a separate institute on Nassau Street in Toronto in 1952, and later was sub-divided into the Provincial Institute of Trades and Occupations (P.I.T.O.) and the Provincial Institute of Automotive and Allied Trades (P.I.A.A.T.). The first two above became the George Brown College of Applied Arts and Technology in 1967 and the last one, on moving to the Borough of Scarborough, became, in 1968, the Transportation and Industrial Power Technology Division in the already established Centennial College of Applied Arts and Technology.

THE EASTERN ONTARIO INSTITUTE OF TECHNOLOGY IN 1957, (E.O.I.T.) AND

THE ONTARIO VOCATIONAL CENTRE IN 1963

both in Ottawa were combined to form the Algonquin College of Applied Arts and Technology in 1967.

The existing Ottawa technical institutes located approximately four miles apart with separate facilities, faculty and administrative personnel were proposed as a dual administrative structure to be compared with the newly planned Hamilton Technical Centre. This centre was to consist of the existing Hamilton Institute of Technology and a newly proposed Ontario Vocational Centre physically joined on the same site, sharing common facilities and faculty with one administrative structure. The comparison was intended to determine which operation would be more effective. The results would have conditioned future developments in the Province. The establishment of the colleges, however, before the Hamilton Technical Centre was completed precluded an evaluation.

THE WESTERN ONTARIO INSTITUTE OF TECHNOLOGY AT WINDSOR IN 1958 (W.O.I.T.)

This was the starting point for St. Clair College of Applied Arts and Technology.

As in the case of the Hamilton Technical Centre, a site had been purchased for a new Windsor complex to include a vocational centre, but no definite plans had been formulated at

the time of the establishment of the colleges. Consequently the new St. Clair College Building was designed for a new comprehensive college rather than a technical centre, as was the case in Hamilton.

THE ONTARIO VOCATIONAL CENTRE AT LONDON IN 1964

The centre in London after three successful years of operation became the Fanshawe College of Applied Arts and Technology in 1967.

THE ONTARIO VOCATIONAL CENTRE AT SAULT STE. MARIE IN 1965

This became the Sault Ste. Marie Campus of the Cambrian College of Applied Arts and Technology in 1967, and separated from Cambrian College in 1972 to become the Sault College of Applied Arts and Technology.

A REVIEW

In the initial stages, all the colleges either directly or indirectly drew on the experience of the Ryerson Polytechnical Institute and the eleven provincial technical institutes for programs of instruction, course outlines, and equipment lists. Many of these programs had been developed during the previous twenty years in cooperation with employers of the graduates to meet the requirements for certification by various professional and other associations and agencies.

In the first year, too, at least eighteen of the twenty colleges engaged one or more senior staff members from Ryerson

and the technical institutes, and of these, eleven colleges either started with or have since promoted ex-technical institute staff members as presidents.

And, too, more than half of the members of the Technological and Trades Training Branch in the Department of Education, the Branch responsible to the Minister for the administration of the colleges, had previous experience in the Ryerson Polytechnical Institute and/or in one of the other technical institutes. In addition the first chairman and executive-secretary of the Ontario Council of Regents were former Ryerson staff members.

The technical institute influence permeated the colleges of applied arts and technology in depth and provided the stability required in the first few years of operation. Without these technical institute indoctrinated personnel, it is doubtful that the college programs would have gained as quickly the public endorsement now enjoyed by the colleges.

An American educator in a critique on the Ontario Colleges of Applied Arts and Technology five years ago in referring to the number of Ryerson and other technical institute 'alumni' in the colleges stated:

> "In fact a kind of institutional neoptism has grown around the deification of the Ryerson model. This is not to say that the Ryerson model is not a good one. Ryerson has earned the respect of the academic community as a superior (post-secondary) institution." [29]

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29. A report on Canadian Education in Ontario Province, 1966-67, Part I - Frances Kelly.

The "older institutions have served, and are serving today, as prototypes of the new colleges" as the Minister predicted in his address in May 1965.

COMMISSIONS AND STUDY COMMITTEE REPORTS

PART III

Although the first official report recognizing the apparent need for a college to provide post-secondary education and training was published in 1911, it took the experiences of the Second World War to prove the necessity of such facilities. Since 1950, a number of published studies brought the urgency for the establishment of these facilities to the attention of the Government. This section will deal with the reports of various commissions and study committees, which guided or conditioned the thoughts of the architects of the colleges of applied arts and technology.

A REPORT ON EDUCATION FOR INDUSTRIAL PURPOSES

This report prepared by John Seath, Superintendent of Education for Ontario and published in 1911, recommended,

> "the establishment of an Ontario Industrial and Technical College, with an industrial museum, for the training of all grades of industrial teachers, of workmen who have already spent several years in apprenticeship, for pupils who have taken courses at Special Industrial Schools, and for the conduct of a Correspondence - Study School with travelling teachers."

Although delayed by the 1914-18 World War, many other recommendations of the report with respect to the introduction of technical education in secondary schools were implemented.

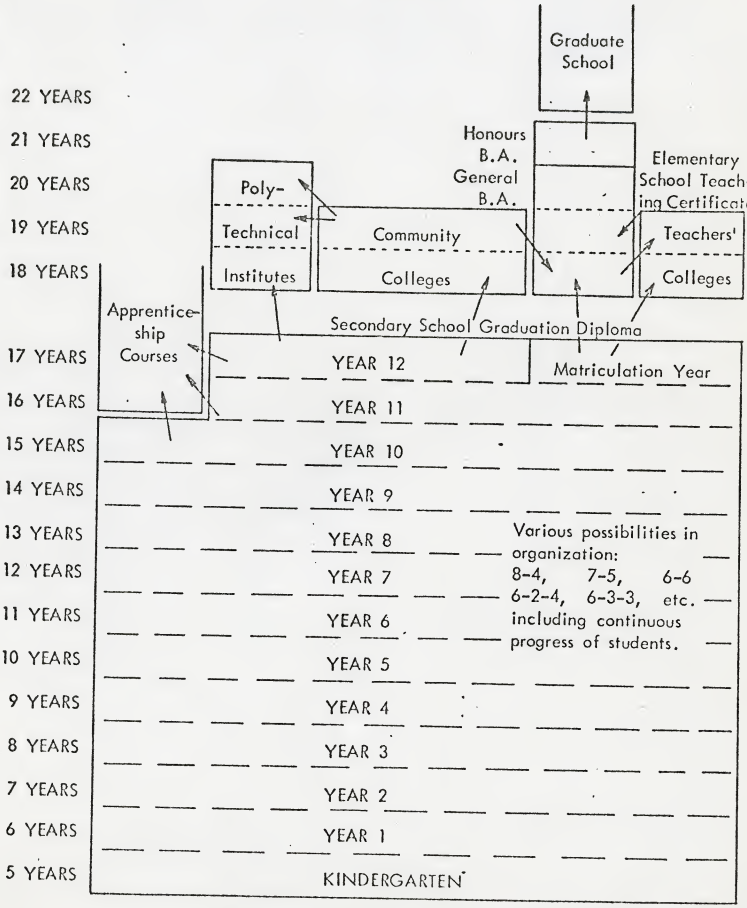
However, only that part of the recommendation quoted above referring to a training institution for technical teachers was carried out with the establishment of the Ontario Training College for Technical Teachers in Hamilton in 1921. Later, in the early part of the Second World War, this institution was moved to Toronto and in September 1946, it became a department of the Ontario College of Education.

ONTARIO ROYAL COMMISSION ON EDUCATION (HOPE REPORT) 1950

The Re-organized Educational System as proposed in the Hope Report, (see diagram on page 36), consisted of three divisions of public education: elementary - 6 years; secondary - 4 years; and further education of two or three years. The first two divisions, up to 16 years of age, are in the area of compulsory education after which the students would attend a junior college program of three years leading to university entrance or two years of vocational education leading to admission to Provincial Technical Institutes, such as the Ryerson Institute of Technology and those in Haileybury, Hamilton and Port Arthur to apprenticeship training, part of which was given at that time in the Ryerson Institute.

The junior college envisioned in these recommendations would have replaced the traditional grades 11, 12 and 13 of high schools and collegiate institutes. This recommendation did not gain public support.

IDEAL SOLUTION



June 20, 1964

The report proposed that any technical institute "associated with a number of industries, such as the present Ryerson Institute of Technology be known as a polytechnical institute", a name Ryerson adopted several years later.

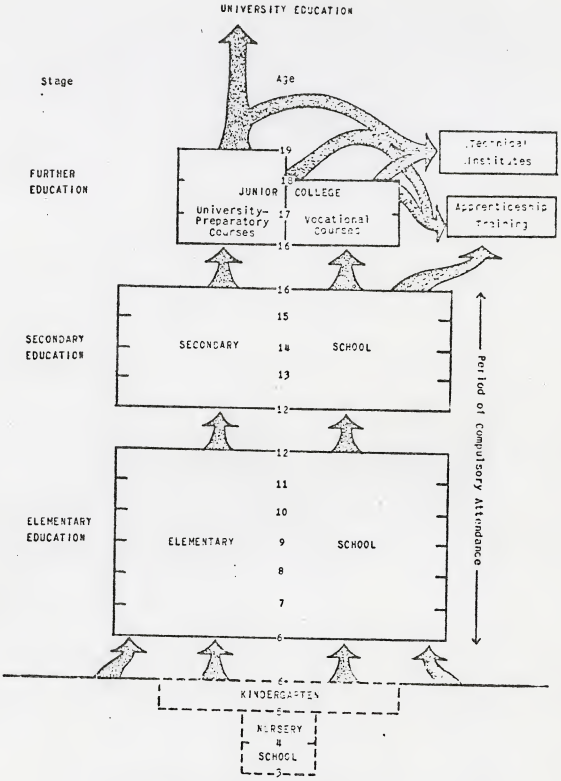
The Commission also made specific recommendations with respect to:

> the establishment of technical and polytechnical institutes and divisions of apprenticeship training for full-time courses and part-time day and evening courses;
>
> the charging of fees;
>
> provincial advisory committees;
>
> local advisory committees; and
>
> local control, subject to the approval of the Minister of Education, over its entrance requirements, admissions, examinations, promotions, and the awarding of certificates and diplomas.

Fifteen years later, all these specific recommendations had been concluded in the College of Applied Arts and Technology, after having been tested in the provincial technical institutes, institutes of trades and Ontario vocational centres; and prompted by briefs, further studies, delegations of interested persons, parliamentary debates - all combining in the truly democratic process of progress, slow as it may seem at times.

THE GRADE 13 STUDY COMMITTEE'S REPORT, JUNE 1964

This study proposed in its "ideal solution" (see diagram on page 38) a two-year community college as a separate institution to the existing institutes of technology in place of



THE REORGANIZED EDUCATIONAL SYSTEM
(6–4–3 plan)

ONTARIO ROYAL COMMISSION ON EDUCATION

the grade 13 year. The Committee believed, however, that it was not "realistic, certainly for five to ten years, to visualize the Matriculation Year exclusively as an offering of the community college ... it will be many years before there are as many as twenty-five community colleges." In actual fact, there were 19 such colleges established by November 1967 and 22 by September 1972.

In a summary leading to a precise recommendation, the Committee's Report made this observation,

> "In the present crisis, the need cannot be met simply by alterations or additions at the secondary school level: this time we must turn our attention to the post-secondary level, where we must create a new kind of institution that will provide, in the interests of students for whom a university course is unsuitable, a type of training which universities are not designed to offer. Fortunately, a beginning has been made in the establishment of institutes of technology and vocational centres, but as yet these are too few in number and their offerings are too narrow in range to satisfy what is required both by the nature of our developing economy and the talents of our young people. The Committee is therefore recommending the establishment of community colleges to provide these new and alternative programs".

UNIVERSITY PRESIDENTS' COMMITTEE RECOMMENDATIONS

The Committee of Presidents of Provincially Assisted Universities at the request of the Advisory Committee on University Affairs undertook a study on Post-Secondary Education in Ontario in 1962-1970.

This Committee published three comprehensive reports as follows:

Post-Secondary Education in Ontario - 1962-1970
May 1962, Revised January 1963;

The Structure of Post-Secondary Education in Ontario
Supplementary Report No. 1 - June 1963;

The City College - Supplementary Report No. 2
February, 1965.

In the study dated May 1962, revised January 1963, the Committee, on being informed that the present enrolment in institutes of technology was 3,800 students (1961-2 statistics) and that "plans are to raise the accommodation to 6,000", recommended "strongly that a capacity of the order of 18,000 rather than 6,000 by 1970", would be more appropriate to the anticipated needs. The recommendations included a suggestion that,

> "consideration be given to converting a number of the new vocational schools into Institutes or Colleges of Technology and that existing institutes should develop into Colleges of Advanced Technology."

In Supplementary Report No. 1 to the 1962 study of the Committee of Presidents, the Committee repeated its recommendation,

> "that the existing Institutes of Technology should be expanded and that more Institutes of Technology should be built and dispersed widely across the Province. (Serious consideration was given to this recommendation.) [30]

The Committee also went on record as supporting,

> "the present policy whereby they are initially controlled by the Department of Education, but given independence when they have matured sufficiently to have well-established standards.
>
> "In addition, it is clear (the report continues) that there is a place for further adaptation of the Institute of Technology: a post-secondary institution,

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30. Memorandum, dated February 17, 1964, from the Superintendent, Technological and Trades Training Branch to the Deputy and Assistant Deputy Ministers for the information of the Minister.

> "approved by the Department of Education, but under local control, that would concentrate its efforts on providing post-secondary and adult education for the immediate community."

The report indicates that the committee would prefer these new institutions be called, "Colleges of Technology and Applied Arts", thereby leaving the institutes of technology free to continue to develop their images of providing engineering technologists and junior administrators through their well-established and accepted technology and business programs.

This new college concept would resemble the American community college in its emphasis on vocational courses and adult education, and would be compatible with the Ontario system.

> "Arrangements for transfers of very good students from these colleges either to the Provincial Institutes of Technology or to the universities might well be worked out as experience develops."

The report favoured "local control" with Department of Education oversight through the Technological and Trades Training Branch in the development and planning of the colleges. Local Control was favoured because of the apparent community enthusiasm which had been and was being demonstrated by the number of briefs and delegations from various parts of the Province for the establishment of institutes of technology or vocational centres.

The Report of the Select Committee on Manpower Training (February 1963) had underlined the importance of recommendations for the expansion of technical and trades training re-

sulting in the establishment of the Ontario Vocational Centres in Ottawa, London and Sault Ste. Marie by the Department of Education.

> "The name, 'Ontario Vocational Centre', was adopted for the new institutions instead of 'provincial institutes of trades', because the rapid advance in automation and in technologies has made it desirable to add a wide variety of courses in the new centres at a level higher than that of apprenticeship but below that of a technologist." [31]

The enthusiasm of the local authorities supporting the briefs and delegations, perhaps would not have been as spontaneous if they had been aware of the proposal in the Committee of University Presidents' Supplementary Report No. 1 that,

> "the initial capital cost should be, in part, an investment by the community in its own welfare and the community should contribute to the support of its college."

The 1965 legislation, however, did not include financial support for the colleges by the community as is the case in many of the community colleges in the United States and in at least one of the other provinces, namely, British Columbia.

The Provincial Institute of Trades in Toronto and the Ontario Vocational Centres established in three other cities provided programs of instruction in addition to those in the apprenticeship trades largely in the areas proposed by the Committee of University Presidents' Report No. 1 to meet local needs using the resources of the community in the form of local advisory committees. These institutes and vocational centres, although providing ex-

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31. Legislature of Ontario Debates - June 2, 1965 - page 3579 The Honourable W. G. Davis, Minister of Education.

cellent educational and training programs and involving local people on the numerous advisory committees, were considered by the people as "those" government schools and not essentially "our" colleges. The establishment of a local identity as recommended strongly in the Committee of Presidents' reports was a major objective in the colleges of applied arts and technology legislation of 1965.

In a summary, the Supplementary Report No. 1 concludes with the following statement:

> "A College of Technology and Applied Arts should represent a democratic effect to improve the opportunities and enlarge the horizons of citizens, both young people and grown-ups. The planning for it should be done by a representative group with intelligence, imagination and leadership. The planners' agenda should include a survey of needs and resources, consultation with the Department of Education, the seeking of expert opinions (especially from educators experienced in the technological field) a projection of student population, an assessment of the availability of competent staff, and a good look at the local library. The possibility of using existing television facilities, would need to be carefully explored.
>
> "We make this proposal believing it to be a logical development of the educational system of Ontario. The kind of college we have described is needed to make adequate provision for the thousands of good students whose aptitudes are different from those required for university work."

It is interesting to note that the recommendation in the Supplementary Report No. 1 to maintain a separate identity for the existing Institutes of Technology is the adopted plan in Alberta and British Columbia.

In the Supplementary Report No. 2, entitled, "The City College", published in February 1965, and submitted to the Minister

of University Affairs, who at that time was also the Minister of Education, the Committee had some second thoughts about the name proposed for the new colleges.

The name, Colleges of Technology and Applied Arts as recommended in Supplemental Report No. 1, was considered in retrospect "cumbersome" and "it has not become a catchword". In addition, the name, Community College, used extensively in the United States was "losing" its meaning through indiscriminate usage, Institute of Technology and Polytechnical Institute would suggest to many people an identification with engineering, and in the United States and in part of Europe, the latter was associated with degree-conferring institutions.

In place of these names, the Committee now recommended the general term, City Colleges, with the name of the municipality replacing City for a particular college. A city was identified in the recommendation as any community with a population of 20,000 or more.

On reviewing the recommendations of the Supplementary Report No. 2, the Minister requested the sub-committee of the Presidents' Committee "to reconsider the term, City Colleges, since it might be desirable to place some colleges in locations which were not cities". The sub-committee suggested Provincial Colleges as an alternative; an alternative that seemed to be added rather half-heartedly and to which no publicity was given.

COMMUNITY COLLEGES IN ONTARIO
- A REPORT PREPARED BY THE -
ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION
JANUARY 1965

Although prepared in a very short period of time on an invitation from the Minister of Education, dated December 14, 1964,

> "extended through the Ontario Teachers' Federation to various teacher's groups in the province to make suggestions with respect to the proposal to establish community colleges in Ontario", [32]

the brief contained more recommendations, apparently accepted, or recommendations that confirmed the Minister's already formulated ideas than any previously submitted brief or report. Since the college concept,

> "would be distinctive to Ontario and since, in most cases, the college will serve a much wider constituency than the local community." [33]

the brief was not in favour of the term, community college, but rather a name that would identify a region.

The brief proposed the name "Regional College" prefixed by a "geographical description of the area served" such as: Muskoka Regional College, and Quinte Regional College.

In addition to a name the brief made the following specific recommendations:

> "The function of the regional college would be to provide post-secondary education and/or training not already available in the area. Before a college is established a careful survey should be made of the immediate and projected educational needs of the region. The development of the college should parallel these needs. Since the requirements of no two regions will be identical, the organization of the colleges will differ in detail. Basically,

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32. The Bulletin - March 31, 1965 - Published by the Ontario Secondary School Teachers' Federation.

33. Ibid.

"however, the colleges should offer the following general types of education and/or training:

(1) General education courses to enhance the culture of the region.

(2) Courses to permit students to transfer to university. These courses must be acceptable to the universities but not the duplicates of matriculation year of university courses, except in certain sparsely populated areas as noted in (5) below.

(3) Vocational courses at the semi-professional or technician level of competency.

(4) Special courses of varying length to meet the special needs of agriculture, recreation, business and industry in the region.

(5) Matriculation year courses in sparsely populated areas where the District High Schools will have difficulty in sustaining the general and advanced level courses of this year. In such areas residential accommodation should be provided.

"Care must be taken that the role of the 'Junior College' must not be confused with that of the 'Regional College'. In the opinion of the Committee, a 'Junior College' will offer the Matriculation Year and the first year of university work, hoping eventually to become a university. It will be occupied with the education of university-bound students only. The 'Regional College' must be prepared to provide educational opportunities for all segments of the community."

The brief suggested that "admission to a regional college should be quite flexible". For young persons (under 20 years of age) the requirement should be a Secondary School Graduation Diploma (Grade 12) or the equivalent, stating that,

"the proper environment for young persons who have not completed Grade 12 is in the secondary school."

Mature persons, (20 years of age and over), should be admitted without a definite level of achievement:

"However, it would be necessary to conduct preparatory or remedial courses in some subject areas.

"There should be no effort made, however, to attempt to operate a province-wide standard."

For the administration, the Committee recommended:

"that the governing body of a college be a Board of Governors consisting of the appointed representatives of the locally elected councils providing financial support for the College."

In the area of staff, the Committee proposed that,

"Since most of the students will come from groups other than the academically gifted, a high degree of teaching ability will be required. Teachers with secondary school teaching certificates who are selected for college teaching should be required to take further training in the field of adult education. Unqualified teachers should undergo a course of training designed specifically for teaching in the college. The type of instruction usually given by research-oriented university professors would not meet the needs of the students in the regional college."

In the area of student services, the Committee stated in the brief that,

"the development of adequate and efficient personnel service is a prime necessity for each college. The provision of reliable occupational information and adequate testing and counselling services is necessary if the choice of courses is to be on a sound basis."

In conclusion the Committee emphasized the following points:

"(1) The college should be designed to meet the needs of the region which it serves. There should be no attempt to standardize the organization across the province.

(2) The college should not duplicate courses already being offered by other institutions in the area. The 'matriculation year' course should be given only in areas where this year cannot be successfully sustained in the secondary schools.

"(3) Admission requirements for mature students must be very flexible. All students, however, must meet a common standard for the successful completion of a course.

(4) An adequate guidance and counselling service must be provided.

(5) Teachers must be specially trained to work in the college. Care must be taken that the colleges do not develop at the expense of the secondary schools by the recruitment of staff from the specialist teachers in the secondary schools.

(6) The buildings should be of the campus type with a phased plan of development."

ONTARIO COUNCIL OF UNIVERSITY FACULTY ASSOCIATIONS
BRIEF TO THE MINISTER OF EDUCATION - NOT DATED

The brief in general "with only minor exceptions supports the view of the Committee of University Presidents set out in their report The City College" dated February 1965." [34]

In the introduction to the brief, the Council expressed first its concern and then its belief as follows:

"In the past year there had been considerable discussion about proposals to establish a new series of post-secondary educational institutions in Ontario, primarily for students who will not take the university-directed new Grade 13, but who wish to continue their education for another two to three years. The discussion in Ontario has been confused, in large part, because of the lack of agreement as to what type of institution is needed.

"The Council believes that for many years past, the educational system in Ontario has lacked sufficient alternatives for further education after Grades 12 and 13. This has had two unfortunate consequences. Universities and university graduates have been expected to undertake certain kinds of work which were not really appropriate, or for which they were too expensive: because no adequate alternatives existed. And many students who could not go to university or did not want to go to university were not offered

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34. All quotations in this section are taken from the Brief mentioned in the title.

"other means of continuing their education. Today with the emphasis on the need for more highly trained man-power, and for greater adaptability in the whole labour force, a wider range of educational opportunities and institutions is essential to the continued development of our society.

"There are some precedents for the kind of institutions as the Ontario Mining Institute at Haileybury the various Technical Institutes, the Ontario College of Art, the Teachers' Colleges, and the hospital schools of nursing. All of these are highly specialized, and perhaps more advanced than the general type of new community-oriented institution that is now needed."

The Council offered a number of general comments concerning the function and operation of the proposed colleges such as,

"they should provide a wide choice of courses generally of two years duration, although some might be of three years.

"there should be scope for experimentation and specialization at each college.

"the community colleges should not be purely technical and vocational, but should offer courses in more academic subjects.

"the academic work in the community college should not be designed to copy Grade 13, but should be primarily related to the general vocation and cultural program.

"the community colleges should not become alternative locations for taking Grade 13."

The Council was in agreement with several recommendations of the Committee of University Presidents relating to university transfer:

"the community colleges should neither become a system of junior colleges attempting to do the work of the first year or two years of university, nor become a normal route, alternative to the matriculation year, into university.

"there should be some provision for transfer from the community colleges to university especially for the 'late bloomer'.

> "this does not imply or require that the colleges try to provide university-parallel courses: transfer should be on the basis of excellence in the community college work itself."

The Council, however, made several observations concerning the mechanics of transfer to university:

> "there should be a clear announced policy about transfer; for we see certain disadvantages in leaving it up to university admission committees to deal with on an individual basis.
>
> "we agree with the Grade 13 Study Committee Report, 1964, that Grade 12 plus two years of community college should not be rated any higher than the Grade 13 matriculation year.
>
> "we see no great difficulty in the universities agreeing on and announcing a policy of admitting to First year (of such courses as do not absolutely require a knowledge of certain subjects of matriculation level), students who had completed two years' of community college with a certain proportion of academic subjects and with a high standard of achievement in their community college work. The standard required should be known. It should not be so high that only occasional persons can meet it, nor so low that half or even a quarter of the students would meet it."

The Committee of Presidents of Universities of Ontario did make a specific announcement some three years later in Circuletter 297, dated May 13, 1968, on the subject: Statement on admission to university of students from non-university institutions of post-secondary education. The statement not only referred to graduates of two-year college of applied arts and technology programs into First year of a university program in lieu of Grade 13, but also to graduates of three-year programs into the second year of "appropriate programs". This topic will be dealt with in greater depth in the section under the heading of university transfer.

The Council rationalized the recommendations:

> "We suppose that not more than 10% would be 'late bloomers' for whom this route to university is intended to provide.
>
> "We see a further possible advantage in an announced transfer policy. It should help to reduce the distance in social prestige which would be likely, as between community colleges and universities, if the community colleges were entirely terminal or if the possibility of transfer were both slight and uncertain. This is of some importance, for if the social distance between the two is great, a lot of the people who ought to be going to a community college may try to avoid them. If the community colleges are to be a genuine alternative to university it is important that the social distance be minimized.
>
> "The transfer provision just suggested would not require or encourage the community colleges to offer university-parallel work. There are many reasons why they should not try to do so: perhaps the most important is the waste of resources involved in their doing so. They would have to seek staff of the same kind the universities will be urgently needing to meet the intended expansion in the number of university places. Since the Government's announced policy is to provide enough university places for all qualified students, we see no merit in any duplication of university facilities in the community colleges.
>
> "There may be a case in areas remote from universities for a junior college element within a community college."

The Council's views as to what Department of Government should administer the affairs of the community colleges are indicated in the following statement:

> "We are inclined to think that the community colleges should come within the Department of Education rather than the Department of University Affairs, though we see advantages and disadvantages in both arrangements. We suppose that the additional burden of administration could be absorbed with less difficulty by the larger Department, which already has considerable experience with post-secondary non-university institutions, and to bring the community colleges into the Department of University Affairs would really call for a change in name of the department, which we think would be unfortunate."

Although there appeared to be veiled attempts in the last two briefs to protect vested interests, it is interesting to note that nearly all the comments and observations became part of the philosophy of the colleges of applied arts and technology as expressed a few months later by the Minister of Education in his address in the Legislature.

SELECTION OF A NAME FOR THE NEW COLLEGE CONCEPT

The Minister and his Study Committee did not lack for suggestions. The following names were mentioned, some several times, in reports, briefs, news media, magazines, and by study groups:

Community Colleges
Colleges of Technology
Colleges of Advanced Technology
Colleges of Technology and Applied Arts
Colleges of Technology and Applied Science
District Colleges
Regional Colleges

The name, Regional College, had been adopted in British Columbia to indicate a community college operated by a consortium of school boards rather than a single board. In the latter case the name district college is used.

Ontario Colleges
City Colleges
Provincial Colleges
Technical Institutes and Arts Academics, and finally,
Colleges of Applied Arts and Technology.

The last two names were proposed by members of the Minister's Study Committee. It is rather ironical that the name finally adopted was almost the same as the one proposed in the

Supplementary Report No. 1, June 1963, presented by the Committee of Presidents of Provincially Assisted Universities, but withdrawn for reasons stated previously in Supplementary Report No. 2, dated February 1965, just three months before the Minister introduced Bill 153 to create the new colleges. It appears that the name, Colleges of Applied Arts and Technology, was proposed by Dr. R. W. B. Jackson, at that time, Director of Educational Research, Ontario College of Education. The name was approved unanimously by the members of the Study Committee.

SUMMARY

In this chapter, An Innovative Approach is Conceived, considerable time and space have been given to record the process of developing a philosophy for the proposed colleges in order to show that the C.A.A.T.'s were not "instant colleges" suffering from a "pervading lack of careful consideration" as many critics were prone to characterize them in the first year or two of operation.

It is evident that the experience with comparable although less comprehensive post-secondary institutions in Ontario and to a degree in other parts of Canada and the United States was exploited to the fullest. And, too, the observations and recommendations contained in numerous briefs and reports were considered and evaluated carefully.

The success of the Colleges of Applied Arts and Technology to date attests to the effectiveness of the careful planning.

THE FORMATIVE YEARS OF THE C.A.A.T.'S HISTORY

CHAPTER 2

The CAAT is Born

CONTENT

CHAPTER 2

The CAAT is Born

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The CAAT is Born

CHAPTER 2

THE C.A.A.T. IS BORN
(MAY 21, 1965 PLUS)

PART I

THE NEW VENTURE

Under this heading, pertinent parts from the Minister's Statement in the Legislature on May 21, 1965, the official birth of the Colleges of Applied Arts and Technology together with sections from the Legislation, Bill 153, introduced on May 21, 1965, and assented to on June 22, 1965, will be examined to establish the foundation and subsequent framework of the colleges as envisaged by the Minister. In this chapter, too, in part II, some comments and criticisms relating to the Architect's plans by members of the Legislature will also be recorded. On comparing the content of the Minister's Statement and legislation with various recommendations in reports and briefs noted in Chapter I, it becomes even more evident that the Minister and his advisors were conscious of the public's expectations in this area of post-secondary education and training.

Officially the Ontario Colleges of Applied Arts and Technology came into being as post-secondary educational institutions with the introduction of Bill 153 by the Minister of Education, the Honourable William G. Davis, in the Legislature on May 21, 1965,

> "Her Majesty, by and with the advice and consent of Legislative Assembly of the Province of Ontario, enacts as follows:

"The Department of Education Act is amended by adding thereto the following section:

'Subject to the Approval of the Lieutenant-Governor, the Minister may establish, name, maintain, conduct and govern colleges of applied arts and technology that offer programs of instruction in one or more fields of vocational, technological, general and recreational education and training in day and evening courses and for full-time or part-time students. [1]

"Mr. Speaker: The introduction of this Bill providing enabling legislation for the establishment and operation of a system of Colleges of Applied Arts and Technology is a historic occasion in education in our Province. [2]

"The Bill marks a major step forward in the development of our educational system; it provides for the introduction of a new level and type of education, one which is still in keeping with our traditions and accomplishments. Above all else, it goes far towards making a reality of the promise - indeed of the stated policy - of this Government to provide thorough education and training, not only an equality of opportunity to all sectors of our population, but the fullest possible development of each individual to the limit of his ability.

"I believe, Mr. Speaker, that the proposed legislation for Colleges of Applied Arts and Technology must be viewed in light of the economic and social demands not only of today but tomorrow. It will be recognized, I am confident, that this expansion of our school system is imperative to meet the needs of individual citizens as well as those of society as a whole. This development is another step towards the fulfillment of our efforts to expand and re-design our system of schools and universities to meet more adequately the changing demands of challenging times. [2]

In the remaining parts of the address the Minister laid the foundation and outlined the structure wherein 'this new

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1. Bill 153, An Act to amend the Department of Education Act, 1965, section 14a (1).

2. Statement by the Minister in the Legislature, 21 May, 1965 as recorded in Basic Documents, January 1966 and reprinted with revisions in June 1967. (Subsequent quotations in Part I unless otherwise noted will be from the same address.

venture' in post-secondary education would close the 'gap beyond grade 12'. [3]

In answer to the hypothetical question of re-writing the address today predicated on the development of the college system to date the respondents some of whom were members of the Minister's original Study Committee and others who were involved in the administration of the Act, said they would propose little, if any, change in the original content. This response, too, suggests the foresight and depth of planning prior to the introduction of the Legislation.

For quick recall, relevant sections from the address and the Act are summarized under a series of headings.

FILLING THE GAP IN THE SYSTEM

"We have recently completed, as the honourable members are well aware, a far-reaching reorganization of our secondary school programs and, under the Federal-Provincial Agreement, have built vocational schools sufficient in number to ensure that courses of study in the commercial and technical fields, as well as in the academic are provided throughout the province. I may add, parenthetically, that these new courses have met with enthusiastic acceptance and support .....

"At the same time, we have approved and underwritten the expansion of our university facilities unprecedented in our history; indeed, so I am told, of a scope and adequacy surpassed in few, if any, other jurisdictions.

"Now having put in train our plans for other areas of our school system, we can focus our attention on the design of this remaining section, directly related to the applied arts and technology, for full-time and for part-time students, in day and in evening classes, ...

"Our efforts here could, I suppose, be considered also as a co-ordination and culmination of all previous work in this area: a welding into a coherent whole, so to

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3. Legislature of Ontario Debates - 1965, Vol. 3, page 3468, Mr. D. C. MacDonald.

"speak, of the parts which have sometimes seemed fragmented and unrelated, so that we have a complete system extending from the kindergarten to the post-graduate level.

"Some features will be common to all programs: they will be occupation-oriented, for the most part; they will be designed to meet the needs of the community - and they will be 'commuter' colleges.

"We have not yet determined the number and location of these colleges or the criteria which should determine the area that each should serve. I have initiated studies of all these matters, but definite decisions must naturally await the formation of the provincial Council of Regents referred to in the legislation.

"I readily admit that this new concept of Colleges of Applied Arts and Technology has captured my imagination; I am enthusiastic and optimistic about the probable outcome of this new venture in education."

FOR WHOM

"for full-time and part-time students;

"for adults as well as youth in day and evening programs;

"for probably more part-time than full-time students;

"planned to meet the relevant needs of all adults as well as youth within the community;

"at all socio-economic levels;

"of all kinds of interests and aptitudes;

"at all stages of educational achievement;

"for upgrading and updating of workers either on the job or in evening courses, as well as for the unemployed;

"I have no intention of permitting any group of young people to be forgotten and deprived, or of any group of adults needing retraining for a new world of work in a new age to be forgotten."

MAJOR RESPONSIBILITIES OF COLLEGES

"to provide courses of types and levels beyond, or not suited to, the secondary school setting;

"to meet the needs of graduates from any secondary school program apart from those wishing to attend university;

"to meet the educational needs of adults and out-of-school youth, whether or not they are secondary school graduates."

COURSES AND PROGRAMS OF INSTRUCTION

The Minister hoped to see the following range of career-centred programs in most if not all Colleges of Applied Arts and Technology, "the choice to be determined by local circumstances" and extended where a particular need exists in a community:

"Engineering technician and technology programs below the university level.

"Semi-professional non-engineering type programs (e.g. in para-medical field).

"High level programs in office and distribution occupations, specifically of junior and middle management level, and including courses for small business.

"Agricultural and agricultural-related programs, at least in rural areas, in cooperation with the Department of Agriculture.

"General adult education programs, including cultural and leisure time activities.

"Programs of recreation, including physical education.

"General or liberal education courses, including remedial courses in basic subjects, and often incorporated as part of the other programs (e.g. English, mathematics, science).

"Retraining, upgrading and updating courses.

"Trades skills, pre-apprenticeship, and apprenticeship training.

"Service industry courses (e.g. for tourist industry).

"Commercial courses (e.g. cost accounting, junior accounting, data processing, computer programming).

"Other courses to meet local needs.

"Including work experience programs."

With respect to the general or liberal education courses and the general adult education programs,

"I would point out that these are not thought of as university level courses.

"One feature all such college courses will have in common is that, they will be occupation-oriented."

THE RATIONALE FOR URGENCY

"We now have accepted the principle of secondary education for all. We probably must now recognize the inevitability of some form of post-secondary education (i.e. beyond Grade 12) for all capable of profiting from it.

"I wish to turn now, Mr. Speaker, to a brief review and evaluation of recent changes and developments in the worlds of work and education which have made essential the creation of this new level of our school system.

"There is the matter of the so-called 'knowledge explosion', by which is meant that recently knowledge in certain fields - science in particular - has been doubling about every ten years. One very natural consequence is that a longer period of school is demanded by the circumstances; where the limit may be, I simply don't know, but obviously a much higher level of education is going to be required for all.

"The new technological revolution in which we have been caught up has seen the disappearance of most of the unskilled, and a high proportion of the semi-skilled jobs. Indeed, the occupational world has altered beyond recognition during the period of 25 years extending from the beginning of the Second World War. Much higher levels of basic educational qualifications, and of technical skills, for instance, are demanded of those who supervise or work in our new automated factories and offices.

"No employer would dare - or could afford - to entrust one of the new complex and expensive machines to the inept handling of an unskilled, poorly educated employee.

"These higher levels of skill and knowledge simply must be attained by employees, either before em-

"ployment or through upgrading courses while in service.

"During our recent visit to California to study these and related matters, we were informed quite casually and as an accepted fact of life, that employers in that jurisdiction weren't really willing to accept high school graduates as a minimum qualification for new employees but were demanding graduation from junior college as the irreducible minimum.

"As I review the situation developing in our own very nighly industrialized province, though, I not only appreciate their situation better but realize that I had probably been afforded a preview of things to come in Ontario, and in the very near future.

"We simply must provide the facilities for education and training at these higher levels if we hope to continue to compete for markets on even terms at home and abroad.

"Probably I need stress neither the facts nor the implications in this matter of population growth, commonly known as the 'population explosion'; you are well aware that we have just experienced the first of the many tidal waves of students that will threaten to engulf our secondary and post-secondary educational institutions for the next 20 years at least.

"Why add another sector to the structure? Well, we really have no choice; certainly not as we press forward with our reorganized programs in secondary schools.

"It is not feasible, nor indeed desirable, that all graduates of our high schools should go to university.

"The real needs of a very substantial number of our young people be elsewhere; they would be served poorly and fare poorly in the traditional university programs.

"I maintain, Mr. Speaker, that the evidence of need and of demand for this new sector of our system is overwhelming. The policy of the government, which has been so clearly stated by Mr. Robarts, is that we will meet these needs and demands; I deem it my responsibility, as Minister of Education, to move at once towards full implementation of these policies with which I am so wholeheartedly in accord.

"My hope is that a few such colleges will be operating in the very near future, but obviously the province-wide system cannot be developed overnight.

"We have no choice but to press forward as rapidly as possible with the establishment of these colleges.

"The headlong pace of technological change gives no chance of a pause in the development: the needs of youth, of the unemployed, and even of the employed for retraining and upgrading, are urgent.

"I wish the opportunities were available generally today: we intend to see to it that developments take place as rapidly as possible.

"But once more, and more particularly now that our four-year secondary school programs are becoming accepted and are rapidly expanding, we simply must provide opportunities for the higher education of this segment of our population as well as for the university-bound group.

"To do otherwise than force ahead along these lines I have sketched for you today, would seem to me to mean turning our backs on the real and legitimate needs and demands of a very substantial number of young and older people in our province.

"The new era is golden with promise, if only we prepare in time for it.

"As I see it, Mr. Speaker, we need these colleges as a keystone in one of the segments of the educational system in our province.

"We simply cannot wait five years: indeed we cannot afford to mark time for even a year."

NAME SELECTION

"Many people have assumed, but quite erroneously, that I am planning simply to import and implant unchanged in our province the system of junior colleges, or community colleges, that has been developed in the United States.

"It is true that the American junior college has had a long and honourable history, for fifty years or more in some states, but our 'senior matriculation', so I am told, admitting to what was then the second year of a four year B.A. degree course at the University of Toronto, dates back to 1853!

"We have, therefore, had experience for over a century with a program half the length of the junior college transfer courses.

"Our system of post-secondary technical institutes started officially 20 years ago, and we have now more than 12,000 students enrolled in day and evening classes in this type of institution.

"What we have in mind, therefore, as you will see later, is not the imposition of an imported or alien institution on our educational system, but the development and expansion of our present system to meet our particular needs.

"Although it is true that our Colleges of Applied Arts and Technology may resemble some of their United States counterparts in many respects - not surprising, of course, since the age group is the same and the basic needs of youth in our two countries differ little - yet there is a real difference in programs and in emphasis.

"I hasten to add that, far from refusing to profit from experience elsewhere, we have deliberately sought to learn from others and to select the features which strengthen our own proposals.

"As you no doubt know, a form of junior college, differing fundamentally from our proposed colleges in the emphasis on university-parallel courses, is being developed in Alberta and in British Columbia. We are observing their experience with great interest."

UNIVERSITY TRANSFER

The Minister stated that he had not included in the list of courses what the Americans and others call:

"transfer or college-parallel courses, leading to advanced placement in universities because there is no need for such courses in Ontario at the present time at least. In Ontario we have the Grade 13 course in our secondary schools now, and

"will probably long have its successor, the proposed Matriculation Year, specifically designed as a university-preparatory program for our academically able students.

"We have studied very carefully the needs for university-type courses and have adopted as government policy an expansion of existing universities and the establishment of new universities sufficient to meet that particular need for the forseeable future. Present plans for expansion of university education should suffice for the remainder of the critical decade of the sixties; and we are now studying the demands of the Seventies. If circumstances so require, we will naturally change or make adaptations to our present plans.

"Nevertheless no able and qualified student should be prevented from going on from a College of Applied Arts and Technology to university, and indeed such a pattern exists today for all graduates of our institutes of technology, as you may know.

"The university doors should always be open to capable and ambitious young men and women.

"We will set up a committee of representatives of my department and of the universities to determine, as proposed by the Ontario Council of University Faculty Associations, in their recent brief to me, the conditions and procedures under which universities may grant admission to outstanding students who have completed successfully an appropriate program at one of our Colleges of Applied Arts and Technology and who have demonstrated that they are prepared to undertake university work."

PROPOSED ADMINISTRATION

The Act provided for the appointment of a council consisting of lay members to act in an advisory capacity to the Minister,

"to coordinate our efforts and provide for healthy growth",

as indicated in sub-section 2 of Bill 153:

"The Minister shall be assisted in the planning, establishment and coordination of programs of instruction and services for such colleges by a council to be known as the Ontario Council of Regents for Colleges of Applied Arts and Technology composed of such members as may be appointed by the Minister.

Later this last phrase was amended by Bill 98 to read:

"as may be appointed by the Lieutenant-Governor in Council." 4

The Legislation also provided for the appointment of a local board of governors:

"for each college of applied arts and technology, which shall be a corporation with such name as the Minister may designate and shall be composed of such members and have such powers and duties, in addition to those under The Corporations Act as varied by the regulations, and each board shall be assisted by an advisory committee for each branch of a program of instruction offered in the college." 5

The Minister advised the Legislature:

"For the present, at least, it is my intention to commence operation of these new institutions under the Department of Education, not under the Department of University Affairs, although the colleges will be post-secondary institutions and the fullest cooperation between these two departments of government will be essential.

"We have had in the Department of Education considerable experience with institutes of technology and vocational centres .....

"Indeed, our present Technological and Trades Training Branch (later, June 1966, renamed the Applied Arts and Technology Branch and more recently, College Affairs Branch) within the Department of Education might well be re-constituted and expanded to fulfill the necessary functions at that level.

"I know the Presidents of our universities suggested that the 'City Colleges' they advocated should be administered by the Department of University Affairs, but in discussions they readily admitted the logic of my proposal, and have never pressed that particular point.

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4. The Department of Colleges and Universities Act, 1971.

5. Ibid.

"Perhaps in the future a change in jurisdiction will appear advisable, and if so it will be made; for the present, however, the arrangements I have suggested seem much more advantageous."

A change was made in 1971, by the creation of a Department of Colleges and Universities, (Bill 98) and later, this Department was changed to a Ministry by Bill 27, 1972, in which the Department of Colleges and Universities became the Ministry of Colleges and Universities. The Applied Arts and Technology Branch was transferred from the Department of Education to the Department of Colleges and Universities effective October 1, 1971.

FINANCING

"They must, for the immediate future at least, be financed by the Province, without local taxation.

"Further we have over the years developed reasonably satisfactory financial working arrangements with the Federal Government authorities in the field of technical education and training, and we plan to take full advantage of these financial arrangements for our new Colleges of Applied Arts and Technology.

"For the foreseeable future, I think these colleges will not be 'free', but that a tuition fee, modest in amount, will be charged.

"It is anticipated that bursaries and Canada Student Loans will be available to many in these colleges.

"The cost of the establishment, maintenance and conduct of a college shall be payable out of moneys appropriated therefore by the Legislature and out of moneys received from Canada for the purposes of technical education or other programs of instruction of the college, moneys contributed by organizations that have entered into agreement with the board of governors of the college, fee paid by students and moneys received from other sources." 6

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6. Ibid.

STAFFING

"From experience gained elsewhere, and within our own province in the case of institutes of technology and vocational centres, however, I have gained the impression that many of the teachers will come from industry and commerce, and hence will already possess the essential technical skills.

"I recognize, of course, that it is inevitable that some of the teachers will be recruited from the present secondary school staffs, and from university staffs, which will naturally pose some irksome problems of supply of staff for those already hard-pressed institutions."

Only three of the original Presidents and less than 20% of faculty had previous secondary school and university teaching experience: consequently the 'irksome problem of supply of staff' did not materialize.

COMMUTER COLLEGES

"They will be 'commuter' colleges. Residence or dormitory facilities will not be provided, except possibly in some areas of Northern Ontario.

"We have not yet determined the number and location of these colleges, or the criteria which should determine the area that each should serve. I have initiated studies on all these matters, but definite decisions must naturally await the formation of the provincial Council of Regents referred to in the Legislation."

EXISTING TECHNICAL INSTITUTES

"Fortunately, a beginning has been made in the establishment of the institutes of technology and vocational centres, but as yet these are too few in number and their offerings are too narrow in range to satisfy what is required both by the nature of our developing economy and the talents of our young people.

"We must decide what part our present institutes of technology and trades and vocational centres will play in the new plan.

"It may well be that the provincial Council of Regents will recommend a complete integration of existing institutions and efforts, using the present buildings, staff, and programs as nuclei for the development of the new colleges.

"In many respects these older institutions (technical institutes) have served, and are serving even today, as prototypes of the new colleges.

ANTICIPATED GROWTH

"I am confident it (this new adventure in education) will go far to meet the needs of youth and adults in the future.

"I recognize full well the scope and magnitude of the undertaking: in numbers enrolled, if not in costs, the new college system could eventually well outstrip the university family."

LOCAL OUTPUT

"We will invite the widest possible presentation of comments, suggestions, and proposals from interested parties.

"I have in mind, in particular, representations to be sought from leaders of industry, labour, and commerce, parents, trustees and experienced educators.

"The legislation also provides for the establishment of local advisory committees in the various branches of study (to assist the local boards of governors).

UNIQUE FEATURES IN SUMMARY

- post-secondary education leading to certificates or diplomas.

- for full-time and part-time secondary school graduates of any grade 12 program.

- appropriate programs for any adult or out-of-school youth whether or not they are secondary school graduates.
- upgrading and/or updating programs for workers and the unemployed.
- commuter colleges in Southern Ontario.
- operated by local boards of governors, assisted by local advisory committees.
- all programs are occupationally-oriented.
- choice of programs to be determined by local circumstances.
- programs of instruction will vary from a few weeks in length to three years.
- financed by the Province without local taxation.
- nominal registration, tuition and laboratory fees will be charged.
- university transfer courses are not included.
- a committee of representatives of the Department of Education and of the universities will determine the conditions and procedures under which the universities may grant admission to outstanding students who have completed an appropriate (any regularly approved occupationally-oriented) program.
- an Ontario Council of Regents will assist the Minister in the planning, establishment and co-ordination of programs of instruction and services.

PART II

REACTION

The comments from members of the Legislature and editorials in the press following the announcement of the enabling legislation to establish and operate colleges of applied arts and technology were, in general, quite commendatory with little real criticism. The following quotations are included to record some of the reactions. It is interesting to note that the question

of university parallel or transfer courses was in the main, the centre of criticism rather than the main thrust of any community college program, that is, assisting young and older persons, previously denied an opportunity, to prepare better to take their rightful places in the society of today and tomorrow.

IMMEDIATE REACTION OF THE OPPOSITION

In speaking to the Minister's motion relating to the first reading of Bill 153, the spokesman for the two opposition parties made the following statements:

> "Mr. Speaker, would you permit me very briefly to say that we on the side welcome the introduction of this bill, and although we looked for notice of it on the order paper, it is apparent, of course, the notice was delivered through the morning newspapers, and a very interesting notice it was, indeed.
>
> "We look forward, certainly, to discussing this, and I would compliment the hon. Minister on what he has called his 'sketch' -- but I would say a rather complete sketch -- of what the bill entails. 7
>
> "Rarely has any bill come into this House that I felt as enthusiastic about as this one. Undoubtedly there will be points in it that, as we begin to dig into the great range of problems, we will have our differences on, but this is indeed a historic development in the educational system in the province of Ontario." 8

AN EDITORIAL

In an editorial on June 8, 1965, less than three weeks after the legislation for the establishment of the college was introduced and at a time of heated controversy over university transfer the Globe and Mail proclaimed in an editorial entitled 'Going Against the Grain':

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7. Legislature of Ontario Debates - Vol. 3, May 21, 1963, Mr. R. F. Nixon.

8. As above except Mr. D. C. MacDonald.

"Despite the best efforts of Education Minister William Davis to win support for Ontario's proposed community colleges, nagging doubts persist that the colleges will be primarily vocational and technical institutions. They will be job oriented and have no more connection with the universities than the universities confer on them.

"It is difficult to escape the fear that Ontario, the most industrialized of the provinces, could be trapped by the limitations of its proposed program. In a world in which a nation's real wealth is increasingly its brainpower, Ontario could deadend many of its good young minds by committing them to institutions from which their movement to more advanced centres of learning could be sparing and at the whim of the universities."

OPPOSITION MEMBERS COMMENTS

Speaking on the motion of the second reading of Bill No. 153 in the Legislature on May 31, 1965, the leader of the opposition is quoted:

"Mr. Speaker, we from our side believe this bill in general has been an advancement and an indication of the desire by the government to provide opportunity for skills and training to young people throughout the whole of Ontario. I know there have been two points of view expressed about the community colleges hinging really on the question of parallel courses for university. I think the proponents of both arguments are more moderate in their views than are the views being made about them.

"One position that has been made is that we have the presidents of 'ivy ghettos' who are terribly concerned that the walls and ramparts of their castles of intellectual aristocracy may be stormed by the democratic mobs.

"They look on any new avenues or approaches as being a danger to them.

"I suggest, having talked to presidents of the universities, that their real concern is to maintain quality as well as maximum quantity and to maintain the integrity of their courses in the universities.

"On the other side is the fact that education is the right of anyone and that every type of avenue to the universities should be open.

"I suspect that some of the emphasis that he (the Minister) is making on the name (applied arts and technology) of these community colleges may be because of the structure of financing.

"The hon-Minister, ----, by inference and by title of the community colleges, seems to emphasize the know-how and not the know-why.

"I even would suggest that this may mean that there could almost be a lack of opportunity for many young people out in the rural areas, who have been looking forward to getting a first experience of the stimulation of working with professors. This is going to be denied them.

"Even the hon. Minister, in his own pronouncement and statement to the legislative assembly almost has avoided the word academic." 9

Another member speaking on behalf of the other party in opposition expressed the feeling of his group in the same debate as follows:

"Mr. Speaker, on the first reading of this bill I expressed on behalf of our group, almost unqualified enthusiasm for the principle. However, there are a number of questions that I think require some answers and some exploring.

"The hon. Minister made observations that the first of the community colleges might have their doors open in the fall of 1966, in time for the first graduates from the four-year courses under the Robart's plan.

"Mr. Speaker, if this is the case, it is more by accident than design. I think what has happened here - and I think it is necessary for us to face it rather frankly - is that this has been growing like Topsy.

"The fact of the matter is that events have been marching so quickly in the intervening years; four years by 1966, that the Robart's plan has become out of date in terms of being able to meet needs because a gap

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9. Legislature of Ontario Debates, Vol. 3. May 31, 1965, page 3466 - A. R. Thompson.

"was emerging. On the one hand, there is an increasing tendency for our technological institutes (Ryerson in particular) to require grade 13 rather than grade 12, and secondly, as the honourable Minister indicated almost with a note of surprise in his voice, following his visit to California, that he was astonished to discover the extent to which there is a consistent demand on the part of industry for at least junior college graduate, not high school.

"In other words, we were running into a gap beyond grade 12 even in terms of our technological institutes, and also in terms of the growing proportion of our young people who required post-secondary training before they could effectively cope in the labour market. Clearly, we must do something to fill this gap.

"So the community colleges have been introduced as a new system which is going to gradually develop across the whole province. I think one should have no illusions that it is going to take a fair amount of time before it will develop across the whole province, so you are going to have a rather serious gap for a number of years.

"Another point that I think is rather serious and that we should give some consideration to is one to which I made passing reference in discussion on first reading. The honourable Minister saw fit, perhaps for political reasons - in the more acceptable use of that term, namely, relationships with the universities and a lot of other groups - to suggest that we were not going to be invaded by any alien institutions as part of our educational set-up, and that the junior college in the United States is not worthy of evaluation.

"I will be the first to say that there are some things about junior colleges in the United States that should not be emulated. I for some time wondered whether we were not being a little smug in our attitude towards them, the greater democratic opportunities for education that they have provided, and that there were not some factors that would be worthy of emulation and integration into our new community college set-up.

"I was interested in some of the news stories that emerged ----- that the first of the community colleges might well be centred around the vocational centres on the technological institutes in various places. Indeed, I think it was suggested that the first six or eight might be in the communities where these institutions are now to be found. This seems to suggest, and I do not know why there should be

"any particular hesitation on the honourable Minister's side to be rather frank on this, that what is happening now is that we are going to forget the vocational centres programme as originally envisaged as a separate system across the province of Ontario, and we are going to forget the technological institutes as they were envisaged as a separate system across the province of Ontario: all of them are going to be integrated into a single institution, with these facets in one large campus - conceivably, a number of campuses - within a single city.

"If this is what the honourable Minister has in mind, if I am correctly interpreting the comment that I quoted, this strikes me as plain common sense.

"If this is what is envisaged in the community colleges, once again, I personally look forward to their development in this province with a great deal of enthusiasm.

"I have one final point, that is the point that was raised in the second editorial of the Globe and Mail in a comment on community colleges with regard to what they describe as the portability of the credits which you can get from these various institutions.

"We are having difficulty in establishing the portability of credits from institutions within our own province.

"But this is a country in which our people move frequently from province to province, and it is desirable that we should have as great a mobility of labour at all levels as is possible. Therefore we should have some clarification, as soon as possible, of the standards of the various provinces - particularly when we have such significant variations emerging in the western provinces as community colleges." 10

Another member of the opposition offered these comments:

"Mr. Speaker, when the honourable Minister introduced this bill it was hailed as a historic landmark. I believe that it eventually will be recognized as such. With this in view, we will support his recommendations as far as we now understand them in the introduction of the bill.

"As you know, sir, the new institutions were long heralded. I remember reading in several newspapers the report from the hon. Minister's press conference in late November (1964), in which he said that a statement of policy on these com-

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10. Legislature of Ontario Debates, Vol. 3, May 31, 1965, D. C. MacDonald.

"munity colleges would be available within two or three months. I suppose this is more of a commentary on some of the difficulties that arose while he was not only drafting the statute, but getting his own thoughts in line with those that would be adaptable to the many pressures that are exerted on the honourable Minister.

"I was very much impressed with the vocational centre in London, a beautiful building and I was impressed with the work that was going on there. I thought at that time that it might well be adopted to some more extensive application.

"The honourable Minister mentioned these (staffing difficulties). He said he recognized the problem and certainly did not dispose of it with those words. I know he did not intend to give the impression that it was disposed of, but there is no doubt about it that specialists at the high school level, already in short supply, are going to be attracted to the community colleges and it is doubtful whether a properly high standard of instruction can be maintained if, as the honourable Minister suggest, people in the community staff, without any training in teaching techniques are going to be called upon to fill the breach, as it were, in staffing these instructions.

"I feel that we are, in this bill, setting up what I might call a caste system in education. There is a feeling in some academic circles that there must always be an intellectual aristocracy. I am not ready to admit that tonight. We have heard of hewers of wood and drawers of water. I submit that this bill will leave this group intact. They will now be able to hew the wood with power saws and draw the water with complex pumps, but essentially they will be servers in the community, those who have not had the experience of real academic achievement, or even exposure to an academic community.

"With this in mind, I feel that we may be creating an institution of perhaps practical accomplishments, but intellectual apathy, and I would trust that the honourable Minister might make some reconsiderations in his position on that account." 11

And still another member in speaking briefly to the motion of the second reading of the Bill, an addition to commenting on

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11. Legislature of Ontario Debates, Vol. 3, May 31, 1965, R. F. Nixon.

the American junior college advantages for university transfer observed in California and Michigan, questioned the Minister concerning the inclusion of retraining program for the unemployed in the colleges:

> "There is another phase of education that should be taken into consideration, and some provisions should be made for it. I do not know whether it would go into junior college level; it may go into the institute of technology. That would be the retraining or schedule five programme.
>
> "An individual attending programme five should be given the same opportunity to further his education and complete his education and eventually obtain admittance in a Canadian university.
>
> "I prefer the name junior college to either community college or applied arts and technology." 12

THE MINISTER'S RESPONSE

The Minister in responding to these and other questions and observations reaffirmed and enlarged upon parts of his May 21st address as follows:

> "The statement I read initially to this House was the subject of very careful preparation by several people over a fairly substantial period.
>
> "We are taking a position that we believe to be academically correct; we believe it to be educationally sound.
>
> "It is not a case of endeavouring to come down between positions of any individuals or any groups.
>
> "The term junior college did not, in fact, accomplish what we envisaged.
>
> "We felt that the term community college did not encompass what we had envisaged with these new institutions.
>
> "And so the name college of applied arts and technology prefixed of course, by the name of the region that it would serve, perhaps comes as close to suggesting the concept of this institution as we could come.

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12. Legislature of Ontario Debates, Vol. 3, May 31, 1965, Mr. R. Newman.

"I think his phrase, when he referred to the university presidents living in 'ivy-covered ghettos' is perhaps somewhat unfortunate.

"I should point out, Mr. Speaker, that the university presidents and the academic people have a genuine interest in and genuine concern about the development of an institution of this nature in this province. I think it is proper that their views should not only be heard but should be very carefully considered.

"The study of this type of institution has been going on for some two years now.

"While we have been definitely assisted by the representations that have been made to the department, I want to assure the House that the concept and the overall statement of policy reflect the policy of this government. I think it is one that, over a period of time, will certainly stand the test.

"On the matter of staff. We discovered, Mr. Speaker, in our research in these other jurisdictions, that in fact people can, particularly in the technological field, come from industry and immediately move into the teaching area.

"California has many highly qualified people, because of the type of industry there, who come on the basis of perhaps two or three hours a week to lecture in these rather complex fields and it has been found that this works out satisfactorily.

"One might successfully argue that we should eliminate all fees for education, but I suggest, Mr. Speaker, that as long as there are fees for institutions such as Ryerson, this new concept and new type of institution should be treated in a like manner.

"They must be recognized as institutions on their own basis, institutions of integrity, and I think institutions of very significant stature."

ADULT EDUCATION IN COMMUNITY COLLEGES REPORT

Within the period covered by this chapter, the Canadian Association for Adult Education convened a conference in Ottawa,

June 3-5, 1965 on Adult Education in Community Colleges. Although planned in advance of the introduction of the legislation in Ontario, much of the discussion in the formal and more particularly in the informal sessions centred on the proposed colleges of applied arts and technology for Ontario.

The Ontario news media gave considerable space to parts of an address presented by Dr. Murray G. Ross, President of York University at a banquet for the delegates sponsored by the Ontario Minister of Education relating many of the speaker's general comments to the newly announced colleges for Ontario.

Dr. Ross introduced his subject, Community Colleges and Adult Education as follows:

> "There can be no question that one of the most significant developments in education in Canada in the next ten years will be related to the growth and the emerging character of community colleges.
>
> "The reasons for this are not difficult to perceive. Our philosophy requires us to provide educational opportunities for all able youth; our economy requires us to develop our human resources to the greatest extent possible; our labour market increasingly rejects untrained youth and demands more education from each new generation joining the labour force; and most important, ours is an 'educational-oriented' society in which all of us want more education for ourselves and our children.
>
> "The culmination of these attitudes and trends means a great expansion of education in Canada beyond the high school level" [13]

Dr. Ross developed the following points:

> "There will be more able young people seeking higher education than the universities can conceivably accommodate.

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13. Conference on Adult Education Report - June 3-5, 1965, Canadian Association for Adult Education (all quotes in this section are taken from the above mentioned report)

"Our universities will do extremely well if by 1980 they provide for 30 per cent of the 18-21 year-old population. But in the United States some 60 per cent of the youth will be in college and university at that time. We cannot afford to lag this far behind.

"The only immediate possibility of catching up is through a vast expansion of facilities in community colleges. These colleges can be built and operated at about half the cost of universities, they can provide both academic and technical education, they can provide both terminal and transfer educational opportunities, they can provide for a broad educational programme in the community. On almost every count they provide precisely for our needs at the present time and for the future.

"I almost say my own strong support for the community college with an academic programme at its centre, is based in part, on my desire to keep the universities strong. The university, if it is to perform its special function in Canada today, must give increasing attention to research and graduate work, in the arts and sciences and in the professional fields such as law and medicine."

Those reporting the address picked the 'university transfer' and an 'academic programme as its centre' references as their theme seemingly accepting these comments by Dr. Ross as an implied criticism of the proposed Ontario colleges. Conversations with Dr. Ross indicated that this had not been his intent, and those knowledgeable about the program in the forerunners of the new colleges were aware of the academic content in the programs and the transfer possibilities.

Dr. Ross suggested that the 'purpose and character' of community colleges in Canada should be to develop:

1. good citizens able to function effectively in modern society,

2. people to participate effectively in the modern labour market, and

3. people able to use effectively increasing amounts of leisure time.

In summary he concluded by telling his audience:

> "community colleges are required, not as a centre for 'dull clods who cannot obtain entrance to university', but for thousands of able youth, many of whom are capable of doing university work and most of whom are able to benefit by a broad programme of general education.
>
> "The community colleges, if they are going to meet the needs of our day, must offer broad and general education programmes of study as well as some technical courses.
>
> "The programme of adult education carried on by the community colleges will be determined by the purpose and function of these colleges.
>
> "If the purpose of the college is to provide both general and practical education, the program of adult education can range widely, offering courses in many fields of both the liberal and the applied arts.
>
> "There is some evidence to suggest that the initial character of a community college is decisive for its future. I would not be optimistic about the possibility of developing effective programmes of liberal arts in technical colleges. Far better to know at the beginning the philosophy and purpose we have in mind and develop them accordingly.
>
> "The community college should be an intellectual and cultural centre in many of the communities in Canada which are now cultural wastelands. Thus conceived, they could become the greatest force in adult education since the early days of the CBC, when Farm Forum and Citizens Forum reached out to millions of people who had little previous contact with current ideas and issues in Canada. This opportunity will only materialize if the function of the college is broadly and imaginatively conceived, if its faculty is representative of various disciplines, and if its curriculum includes both liberal and applied arts."

The Director of the Canadian Association for Adult Education, Dr. Alan M. Thomas, in a summary of the Conference observed:

> "there have been the two educational traditions of liberal and academic education and technical and vocational education suddenly brought together for the first time in Canada in many years. The great appeal of the idea of the Community College lies

"in part in the sense that it is a comprehensive institution, and it is no longer possible for these two traditions, both vital and competent, both thriving and changing to remain segregated in distinct institutions, with different financial resources, different staffs and different students. No matter what form the Colleges may eventually take, they will have made an enormous contribution in making these two groups come face to face, a confrontation long overdue. The very able peoples in each group must now try to understand each other and to reach creative compromises that will make a new education for their students and communities.

"We have to remember that it is our students' lives and futures that are at stake, not just our own."

SUMMARY

It was evident that the announcement of the establishment of the colleges had created a tremendous public interest, but it was also evident that those speaking and writing about the proposed colleges had not fully appreciated the objectives of community colleges in general nor had they fully understood the Minister's announcement. The difference in objectives between junior and community colleges continued to remain obscure. Whereas university transfer is the major function of the former, university transfer is only a minor function of the latter. For junior colleges the objective in effect is set by the universities, whereas in the community colleges the objectives are determined by the community. Although having been born with purpose but with some public uncertainty, it only remained for the colleges to be developed within the specifications of the architect.

CHAPTER 3

THE CAAT IS GIVEN DIRECTION

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THE CAAT IS GIVEN DIRECTION
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PART I

ONTARIO REGULATION 268/65

The Act to amend the Department of Education Act, assented to on June 22nd, 1965, authorized the Minister to establish, name, maintain, conduct and govern colleges of applied arts and technology, and also gave the Minister the authority, subject to the approval of the Lieutenant-Governor in Council, to make regulations with respect to those items identified in section 7. Whereas the Act provided the enabling legislation for the establishment and operation of the colleges in general terms, the regulations pertaining to the Act would establish specific guidelines for those items identified as such in the Act. An Ontario Regulation, in effect, spells out the "who, what, where, when and how" in relationship to the Act.

According to section 7, the Minister

> "may make regulations with respect to colleges of applied arts and technology."[1]

for those items in the following list where it was deemed necessary to clarify the intent of the Act:

> "(a) providing for the composition of the Ontario Council of Regents for Colleges of Applied Arts and Technology;

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1. The Department of Education Amendment Act, 1965.

"(b) providing for the composition of the boards of governors on a suitably representative basis and of the advisory committees thereof and for the appointment of the members of such boards and committees;

(c) prescribing the powers and duties of boards of governors and advisory committees, the manner of calling and conducting the meetings thereof and procedure for the election or appointment of chairmen and officers;

(d) prescribing the type, content and duration of programs of instructions to be offered;

(e) prescribing the requirements for admission to any program of instruction, and prescribing the terms and conditions upon which students may remain in, or be discharged from, any program of instruction;

(f) for the granting of certificates and diplomas of standing following successful completion of any programme of instruction;

(g) prescribing the qualifications and conditions of service of members of the teaching staffs of such colleges;

(h) providing for the payment of travelling allowances or expenses to members of the Ontario Council of Regents for Colleges of Applied Arts and Technology, boards of governors and advisory committees, and of the officers and employees of such colleges;

(i) requiring students to pay registration, tuition and laboratory fees in respect of any programme of instruction, and fixing the amounts and manner of payment thereof;

(j) providing for the admission of persons from outside Ontario, and prescribing fees payable by such persons in respect of any program of instruction and the manner of payment thereof;

(k) providing for the incorporation of schools [technical institutes] established under section 14 with such colleges." [2]

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2. Ibid.

With the Act passed, the Minister appointed a committee[3] of five members from the Department to draft the Regulation. Before the Committee completed its assignment, the members ~~were~~ went ~~sent~~ on a trip to various parts of Europe with the intent of investigating comparable levels of education. During this period the Deputy Minister decided that there should be no further delay in establishing official procedures. In the absence of the Director of the Technological and Trades Training Branch, he requested the Assistant Director and an Administrator of the Branch to review the Committee's draft copy of the Regulation and "to proceed with the revision of the Regulations for Community Colleges in co-operation with the Attorney-General's Department."[4]

In discussing the Committee's draft proposal with the Deputy Minister it was apparent that he was not favourably disposed towards the wording of several items in the draft copy. Consequently those items that reflected the Department's traditional centralization of authority were revised or deleted. One in particular, relating to an elaborate method of selection of an architect by a board of governors, irked the Deputy. It read,

> "The architect engaged shall be selected from a list of no less than three submitted to the Council of Regents (by the Board of Governors) and approved by the Minister upon the recommendation of the Council."[5]

Notes that accompanied the draft indicated that it was the intent to have detailed instructions for the boards of governors concerning the selection of the short list of three architects.

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3. W. R. Stewart - Secretary.

4. Letter and memorandum, dated August 19 and 20, 1965, respectively, from Dr. Z. S. Phimister to Mr. E. L. Palin.

5. Draft No. 4, dated July 27, 1965.

This item finally became at the Deputy Minister's insistance,

"--- the board of governors shall appoint an architect."[6]

The Counsel in the Office of the Registrar of Regulations ~~Legislative Council~~ drew attention to the legal interpretation of the words "prescribing" and "providing or requiring" as used in the Act. It appeared that "prescribing"[7] meant that the conditions must be outlined in detail in the Ontario Regulation, whereas "providing or requiring" indicates that the conditions may be expressed in general terms. In the section of the Act dealing with regulations, five of the ten sub-sections included the word "prescribing". In several of these it was impossible to adhere to the instructions such as "prescribing the type, content and duration of programs of instruction to be offered", and "prescribing the requirements for admission to any program of instruction." Even if it were possible, each time a college changed any part of a program, such a change, would, it appeared, necessitate an order-in-council.

When asked why the word "prescribing" had been allowed to be included in the Act, the Counsel replied, "Since the Act had been drafted by educators, I thought they would know the significance of the words they used."

In order to comply with the intent of the Act and still give the colleges some flexibility in developing programs, the clause, "Subject to the conditions outlined in the publications of the

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6. O/Reg. 265/65, section 4(3).

7. Memorandum from the Office of the Registrar of Regulations to the Department of Education - August 27, 1965.

board of governors", appears in each of the two sub-sections of section 10 of the Regulation and also the word "appropriate" in front of "programs of instruction". Even yet with this somewhat restrictive wording, any applicant with at least a grade 12 diploma or who had reached the age of nineteen could have demanded admission to an "appropriate" program of instruction unless a limitation or other restriction is included in the calendar of the college. The college officials were advised to insert a condition in their calendars to the effect that certain admission restrictions may apply to some programs and that changes in the content may occur subsequent to the publication of the calendar. For those colleges that omitted such insertions in their calendars, it was fortunate that the qualified applicants who had been denied admission to certain programs such as Social Services were not aware of the inferred permissiveness in the Regulation pertaining to the Act.

The Regulations made under The Department of Education Amendment Act (Section 14a) was approved on October 7, 1965, and became identified as O. Reg. 268/65 Colleges of Applied Arts and Technology.

In 1970 all Ontario regulations were reviewed, up-dated and renumbered. O/Reg. 168/65 became Revised Regulation of Ontario (RRO)169 and included all amendments to date. RRO 169(1970) remained "in force" by section 6(10) of The Department of Colleges and Universities Act, 1971, and also by section (6) of The Ministry of Colleges and Universities Act, 1971. These Acts removed the administration of colleges of applied arts and technology from

the Department of Education creating first a new Department of Colleges and Universities in 1971, (Bill 98, 1971) in 1972, the Ministry of Colleges and Universities (Bill 27, 1972).

In the meantime RRO 169(1970) had been amended by Ontario Regulations 218/70, 480/71, 340/72, 506/72 and 576/72 and also by section 3 of Bill 189, 1972, cited as The Ministry of Colleges and Universities Amendment Act, 1972.

These amendments deal in particular with the appointments of a permanent chairman and members of the council of regents, multi-year plans, matters relating to the bargaining unit, and the deletion of a specified number of regents and a quorum for a council meeting. The reasons for the deletions seem to be rather vague.

COMMUNITY REACTION

In the period prior to the introduction of the college legislation, the Minister had received dozens of letters and briefs as well as requests to meet with numerous delegations on behalf of communities ranging from large cities to small villages, each requesting consideration for the site of an institute of technology, an Ontario vocational centre or a community college. Immediately after the enactment of the legislation, the number of briefs increased drastically. In some cases municipalities only a few miles apart vied with each other for a college.

One college promotion committee not only sent a delegation with a brief but encouraged every business and industry in the community as well as professional groups, service clubs, the board of

education, parent-teacher association, church organizations and private citizens to write to the Minister seeking consideration for a college.

During this period, those who had to reply to these and hundreds of other letters wondered privately if the local municipal authorities supporting the briefs and delegations would have been so enthusiastic if the Minister had accepted the proposal in one report to the effect,

> "the initial capital cost should be, in part, an investment by the community in its own welfare and the community should contribute to the support of its college." [8]

Although considered at one stage by the Joint Study Committee, local financial support was not included in the Ontario college legislation as was the case in California and several other States, and in at least one Canadian province.

The spontaneous reaction from all parts of the province for the establishment of colleges directed attention to the potentially explosive issue of the selection of college sites and the need for devising some means of removing responsibility for the location of the colleges from the political arena. The means as described later resulted in the establishment of college areas. Once boards of governors were appointed for the areas, all delegations, briefs and letters were directed to the board of governors in the area.

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8. Supplemental Report No. 1, June 1963, Committee of Presidents of Provincially Supported Universities and Colleges in Ontario.

BRANCH REACTION

As soon as it became apparent that the Technological and Trades Training Branch would "be re-constituted and expanded to fulfil the necessary functions"[9] concerning the administration of the Act, the Branch was reorganized effective July 1, 1965 with changes in postings dated October 1, 1965 as follows:

N. A. Sisco	-	Director (January 1, 1965) - No change
E. L. Palin	-	Associate Director (July 1, 1963) - No change
D. H. Craighead	-	from Administrator, Institutes of Technology and A.T.E.C. (September 1, 1963) to Administrator, Supervision and Curriculum Development
S. A. Norton	-	from Administrator, Ontario Vocational Centres and Program 5 (September 16, 1965) to Administrator, Technical Centres
H. W. Jackson	-	from Technological and Trades Training Inspector (September 1, 1963) to Administrator, Institutes of Technology
H. D. Judd	-	from Vocational Training Specialist - Curriculum and Standards (July 1, 1961) to Assistant Administrator, Supervision and Curriculum Development
F. J. LaFrance	-	Vocational Training Specialist - Adult Training (August 15, 1961) No change
E. L. Kerridge	-	from Vocational Training Specialist - Adult Training (July 1, 1962) to Administrator - Training of the Unemployed
G. L. Stewart	-	Vocational Training Specialist - Adult Training (September 9, 1963) No change

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9. Address by the Minister of Education in the Legislature - May 21, 1965.

J. A. Wright	-	from Vocational Training Specialist - Management Programs (April 29, 1963) to Administrator, Management Programs
P. A. McPherson	-	Vocational Training Specialist - Management Programs (August 1, 1964) No change
H. A. Constable	-	Vocational Training Specialist - Management Programs (August 1, 1964) No change
J. R. Dean	-	Vocational Training Specialist - Management Programs (May 25, 1965) No change
F. W. Graham	-	Vocational Training Specialist - Private Trades Schools (June 10, 1965) No change
D. W. Shaver	-	Administrator, Business and Applied Arts (August 1, 1965)

One administrator in addition to his Supervision and Curriculum Development duties was asked to give thought to the interpretation and implementation of the Act in preparation for proposals for the consideration of the 'yet to be appointed' Council of Regents.

In interpreting the Act and Regulations, and preparing background material concerning objectives, establishment and development of colleges of applied arts and technology, a number of papers, reports and charts were prepared for discussion within the Branch.

Several of these are included as annexes in this section to record that the colleges just didn't happen.

> "more by accident than by design. I think what has happened here ---- is that this (first college to open in the fall of 1966) has been growing like Topsy." [10]

---

10. Ontario Legislative Debates 1965, Vol. 3, page 3468, the Leader of an Opposition Party.

Some of these pages were distributed to the members of the Council of Regents at the inaugural meeting and later with revisions and additions by the Council became the booklet, dated July 1966, entitled,

Colleges of Applied Arts and Technology
in
Ontario

For the Information of

The Ontario Council of Regents
and
Boards of Governors

This booklet was further revised and distributed at inaugural meetings of boards of governors under the title of,

Information
for
Boards of Governors
of
Colleges of Applied Arts and Technology in Ontario
dated December 1966.

The following is a list of the annexes to which reference was made above:

(III - 1) - a flow chart, dated September 9, 1965, prepared to show the intent of the Act with reference to admissions, types of programs and objectives in the proposed colleges of applied arts and technology;

(III - 2) - a revision of the chart in (III - 1), dated August 8, 1966; (This chart has been in each of the CAAT booklets that list the programs of instruction in the colleges and was intended to show graphically the significance of section 10 of O.Reg. 268/65).

(III - 3) - an early effort, September 21, 1965, to compare qualifications and responsibilities of faculty members in the proposed colleges with their counterparts in universities and secondary schools;

(III - 4) - an articulation chart to show the alternate paths from grade 12 meeting the academic qualifications for certification as engineering technicians and technologists; (The three Advanced Technical Evening Courses, ATEC, were offered through extension departments of institutes of technology, vocational centres and several secondary schools at that time).

(III - 5) - August 26, 1966, (III - 6) - September 21, 1966 and (III - 7, 8, and 9) October 8, 1966 - proposed administrative structures for comprehensive colleges of applied arts and technology prepared for the consideration of the Council of Regents; (These charts

represented graphically a summary of a booklet [11] prepared by the U.S. Department of Health, Education and Welfare as a result of a study of the organizations of over 600 institutions of higher education combined with personal experiences of the authors in the Ryerson and other provincial technical institutes. One of the authors of the October set was the Executive Secretary of the Ontario Council of Regents who later became the President of the Sir Sandford Fleming College of Applied Arts and Technology. These charts were distributed to the Boards of Governors of the colleges when they were appointed -- for guidance only.)

(III - 10) - September 22, 1965 - definitions of a number of terms used in the educational specifications drafted by the Division of School Planning and Building Research for the Colleges of Applied Arts and Technology;

(III - 11) - September 28, 1965 - an abridged version of the Learning Process in Colleges of Applied Arts and Technology;

(III - 12) - October 8, 1965 - an identification of the major divisions of a college for the consideration of the Council of Regents; (The technological and vocational divisions were combined in most colleges as the technical division);

(III - 13) - October 8, 1965 - a summary of the advantages and disadvantages of limited and comprehensive colleges;

(III - 14) - July 1965 to July 1966 - prepared and revised several times to convey some of the features of the proposed new colleges such as,

(a) Functions and characteristics,
(b) Selection of educational programs,
(c) Possible courses in technology, technical, apprenticeship, business and applied arts,
(d) Typical distribution of time for subjects in various courses,
(e) Faculty qualifications, and
(f) Educational specifications;

(III - 15) - June 27, 1966, revised August 1966 - suggested procedure for the introduction of new programs of instruction in the colleges;

(III - 16) - August, 1966 - general objectives of all programs of instruction; (The intent of this chart was to show that all programs would consist of humanistic as well as functional subjects, a feature of the college programs not appreciated by the self-appointed critics. The Council of Regents, at a later date, established a ratio of at least one-third of the content of all programs to be social or humanistic.)

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11. Internal Structure Organization and Administration of Institutions of Higher Education, 1962.

PART II

ONTARIO COUNCIL OF REGENTS

> "The Minister shall be assisted in the planning, establishment and co-ordination of programs of instruction and services for such colleges by a council to be known as the Ontario Council of Regents for Colleges of Applied Arts and Technology composed of such members as may be appointed by the Minister (Section 2 Bill 153, 1965).

The latter part 'by the Minister' was amended in Bill 98, 1971, section 6(2) to read 'by the Lieutenant-Governor in Council'.

The number of members was established as 15 with nine constituting a quorum by O.Reg 268/65 and amended in O.Reg. 374/66 by increasing the number of members to 16. Finally the number of members, duration of appointments, and quorum for the Council were deleted in R.R.O. 169, 1970.

Immediately after the approval of the Ontario Regulation, 268/65, in October 1965, the Minister requested recommendations for Council members. Two of the Branch's suggestions were accepted.

The appointments were announced by the Minister through a press release dated December 30, 1965, which in addition to naming the members stated:

> "The proposed Colleges of Applied Arts and Technology are one step nearer a reality with the announcement of the members of the Council of Regents."

The press release emphasized the function of the Council as assisting the Minister in the establishment of the colleges.

Although the Regulation pertaining to the Act creating the colleges stated 15 members the first announcement listed only eleven names to be followed within a month with three additional names.

The charter members of the Council were:

Dr. Orville Ault, Ottawa, former Federal Civil Service Commissioner and former Consul-General, Government of Canada, Los Angels.

J. E. J. Fahlgren, President of Cochenour-Willens Gold Mines Ltd., Cochenour, Ontario.

R. Alan Hay, Past President, Ontario Hospital Association, Chairman of the Prescott and Suburban Planning Board, Brockville.

Dr. H. H. Kerr, Principal, Ryerson Polytechnical Institute, Toronto.

William Ladyman, General Vice-President, Canadian Labour Congress and a Director of the Ontario Housing Corporation, Toronto.

Dr. Michael E. Lucyk, Assistant Professor, Faculty of Dentistry, University of Toronto.

Dr. Gerald Maher, Principal, Don Mills Collegiate Institute, Toronto.

Mary Macauley, Chartered Life Underwriter, Manufacturers Life Insurance Company, Toronto.

Dr. J. B. McClinton, Surgeon, Coroner for the Districts of Sudbury, Timiskaming, and Cochrane, Timmins.

William F. McMullen, Manager, Engineering Personnel, Canadian General Electric Company, Peterborough.

J. F. O'Neill, Assistant Superintendent, Industrial Relations, Algoma Steel Corporation, Sault Ste. Marie.

D. McCormick Smyth, Dean Atkinson College, York University, Toronto.

Dr. Robert J. Uffen, Dean, College of Science, University of Western Ontario, London.

Richard L. Whittington, Executive Director, Kent County Children's Aid Society, Chatham.

Later Donat J. Brousseau, Principal, Kapuskasing District High School, Kapuskasing, replaced Dr. McClinton.

D. O. Davis, Vice-President, Engineering, Dominion Foundries and Steel Company, Hamilton, was added to bring the membership to fifteen.

The first announcement of eleven members, all men, brought letters of protest from what appeared to be every women's group and organization in the Province. In replying to such letters the writers were told that it would be expected that at least one of the four remaining positions on the Council would be filled by the appointment of a woman and it was suggested that

"perhaps the voice of women would be even more effective on local boards of governors and advisory committees."

One such lady in a personal reply said,

"I am sorry that your long experience with women has left you under the impression that only their voices matter",

and she went on to say that one woman on a Council of fifteen no doubt could represent

"the needs of that other 50 per cent of population."

THE INAUGURAL MEETING OF THE ONTARIO COUNCIL OF REGENTS (JANUARY 18, 1966)

The Ports-of-Call, Yonge Street, Toronto, was chosen as the location for the inaugural meeting, on January 18, 1966, with the Minister of Education, the

Honourable W. G. Davis, in attendance at the pre-meeting luncheon. The Minister had planned to outline the duties and responsibilities of the Council in a prepared speech, but, due to some delays in serving the meal, the Minister had to leave after only speaking briefly.

Members of the Technological and Trades Training Branch often wondered during the next two years if the relationship between the Council and the Branch would have been better in the early days had the prepared speech been delivered or at least made available to the members of the Council.

During an informal session after the luncheon, Mr. W. R. Stewart, the Assistant Deputy-Minister of Education, in discussing the responsibilities of the Council stressed that the major functions of the Council would be,

> "Making recommendations to the Minister as to where and when colleges are going to be established.
>
> "Making decisions about educational programs that are to be offered in the colleges.
>
> "Establishing the salary and wage rates and the working terms ~~terms~~ and conditions for the staff."[12]

He also drew attention to the statement of the Minister in the Legislature on May 21, 1965, concerning a study on the location of colleges for the consideration of the Council of Regents.

At the same meeting the Director of the Technological and Trades Training Branch, Mr. N. A. Sisco, drew attention to another urgent matter,

> "He said that the Council would have to consider the matter of procedure in dealing with the submission from communities and other groups. He mentioned the many briefs and letters that the Department of Education now have and more coming in all the time."[13]

In addition to the,

> "Booklets of materials compiled by officials of the Technological and Trades Training Branch re colleges of applied arts and technology in Ontario then passed out to each member of the Council of Regents for their perusal", [14]

Mr. Sisco said the Branch would have other proposals such as a presentation on the selection of college sites for consideration at the next meeting if the members so wished.

---

12. Minutes of the Inaugural Meeting of the Ontario Council of Regents, January 18, 1966.

13. Ibid.

14. Ibid.

From the questions and subsequent discussions it was evident that the members of the Council were very enthusiastic, but realized that they would have to find pragmatic answers quickly to many problems not previously encountered in education.

Several members of the Council acknowledged frankly that they would have to rely for guidance upon those who had previous experience in this area of education. However some in the Council and in the Branch seeing their preconceived areas of influence and empires respectively being threatened, began a period of mutual mistrust, subtly at first, leaving those with practical experience in this area of post-secondary education caught between the two uncompromising antagonists.

And so, ~~in the early days~~ within two years, this shaky alliance became a unified force, working very closely for the good of the college system ~~within two years~~ as will be noted later.

On re-reading the Minister's undelivered speech some years later, it became apparent that there was some variance between what was remembered as being in the speech and what was actually in it. Other than the implied officialdom of a personal presentation by the Minister, Mr. Stewart's brief remarks touched all the points, and perhaps the answer to the question formerly in the minds of members of the Branch concerning the relationship between the Council and the Branch in those early days would not have been significantly different. The considered opinion of those taking an objective view pinpointed a clash of personalities relating to 'territorial imperative'.

The appointment of the Council members raised questions concerning their duties and responsibilities, questions not only asked by the members, but also in the Legislature during the debate on the vote related to "grants to colleges of applied arts and technology and salaries, allowances and expenses of the Ontario Council of Regents" as recorded on page 4833 in the Ontario Legislature Debates, dated June 16, 1966:

> "He [the Minister] has provided in the Statute setting up the colleges, and in the regulations which he has furnished to us, a bureaucratic structure for the colleges of applied arts and technology which is going to be continually dominated by the Minister and his department.
>
> "Now the structure of it is very simple. Everything hinges on the Minister. He is to have for his assistance a council of regents. The council of regents is to advise him. In the terms of the statute it [the Council] does not have any executive authority whatsoever, so that the Minister himself is the one within whom the structure of the system is going to be estab-

On this point, too, a charter member of the Council had this to say in an interview:

> "You will recall that in the initial meetings of the Council of Regents the members were rather at sea to know what their duties were, or what was expected of them.
>
> "the newly formed Department of University Affairs had a situation whereby there was a small civil service group as administrators, but the Department had a very powerful advisory committee on university affairs. It was this committee that really handled everything. Whenever the universities wanted anything they went directly to the Council on university affairs. They didn't go to the civil servants in the Department.
>
> "now, when the Colleges of Applied Arts and Technology were formed the Minister thought there should be a similar advisory council attached to the Department [of Education], but here you had a situation where the civil servants, the administrative branch, had been in existence for quite some time. They had been administering the institutes of technology around the Province very effectively. I don't think the Department really wanted this Council, and didn't know what to do with it.
>
> "and more than that what really hamstrung the Council of Regents was the fact that the rules and regulations were drawn up by the officials in the Department of Education. These were the very people who were not sure they wanted the Council of Regents in the first place. Consequently the Council was not given anything like the authority and prestige of the Council of University Affairs at that time.
>
> "as it turned out the Council of Regents had no real effective authority.
>
> "Our [Council of Regents] recommendations had to go through the Department of Education to the Minister, and under those circumstances the Department could, and sometimes did, recommend against our recommendations, or they changed them to what they considered to be the needs of the hour. So there was confusion.
>
> "I think if it [the structure] had been set up on the same basis as the Department of University Affairs with a new civil service group and the Council as an advisory body similar to the Committee on University Affairs, things would have been entirely different and would have gone along much more smoothly than they did.
>
> "It is probably getting along much better now that they have taken a man from the establishment and made him Chairman of the Council of Regents. The two of them [Chairman and Director of the Branch] can work hand in glove presumably without any conflict of interest." [15]

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15. Transcript and Tape #21.

Another member of the Legislature in the debate on grants to the colleges to which reference was made earlier in this section expressed an opinion similar to that of the charter member of the Council of Regents. In the Ontario Legislature Debates page 4802, dated June 16 1966, he is quoted as follows:

my problem underlines my conviction

> "just as you [the Minister] have taken student aid out of education and put it where it really belonged - in University Affairs - that we will now take community colleges and other post-secondary institutions and put them where they belong, into a department that may have to be renamed but which will encompass all the post-secondary education."

This step was taken some five years later, effective October 1, 1971, with the transference of the Applied Arts and Technology Branch from the Department of Education to the new Department (later Ministry, April 1, 1972) of Colleges and Universities.

ACCOMPLISHMENTS OF THE COUNCIL DURING THE FIRST YEAR

The first regular meeting of the Council was held on February 3 and 4, 1966, in the Department of Education on Eglinton Avenue West, Toronto, at which time the Minister introduced three new members, Dr. H. H. Kerr, Miss Mary Macaulay and Dean D. McCormick Smyth. In the selection of officers for the Council, Dr. Kerr and Dean Smyth were elected chairman and vice-chairman respectively.

> "In his acceptance remarks Dr. Kerr urged the Council of Regents to give leadership to this important area of education and pointed out that the students who would be attending Colleges of Applied Arts and Technology had been largely neglected in Ontario in the past." [16]

Under the able leadership of the chairman, "the only member of the original Council who had any depth of administrative experience in the development of post-secondary education of an applied type"[17] and with assistance from members of the Technological and Trades Training Branch, the Council, mindful of the Minister's promise in the Legislature,

> "to move at once towards the full implementation of these policies [establishment of colleges],"

and his statement later,

> "We cannot afford to mark time even for a year",

---

16. Minutes of the first regular meeting of the Council of Regents, February 3 and 4, 1966.
17. Transcript and tapes 22 and 23.

responded at the first meeting with a number of recommendations for the consideration of the Minister such as,

"that the ten established developmental regions in the Province be used as the basis for planning future Colleges of Applied Arts and Technology (see page 19 for boundaries);

"that the regions may form the basis as the need arises for one or more Colleges of Applied Arts and Technology;

"that the existing post-secondary facilities operated by the Technological and Trades Training Branch (institutes of technology, Ontario vocational centres and institutes of trades) be integrated into Colleges of Applied Arts and Technology and that Boards of Governors be appointed from each area to operate the colleges;

"that the necessary legislation be introduced to transfer the ownership of existing facilities to new Boards of Governors;

{"that the necessary legislation be introduced to transfer the ownership of existing facilities to new Board of Governors;} omit

"that Boards of Governors be established in each of the following areas (eighteen were designated with boundaries - page 20 - Toronto became the nineteenth at a later meeting) to make a study of the post-secondary needs of the areas, and as soon as possible after their first meeting to submit for the approval of the Council of Regents a report containing specific recommendations concerning the proposed educational programs and the site for a college of applied arts and technology." [18]

At subsequent meetings within the first year, the Council made recommendations with respect to:

nominees for members of Boards of Governors for eighteen college areas;

formulas for the selection of the four municipal appointees to Boards of Governors;

college structure;

qualifications and salary ranges for staff and faculty;

educational programs for the colleges;

guidelines for Boards of Governors;

admission requirements for students;

student fees;

professional development of staff;

permanent college sites and building plans.

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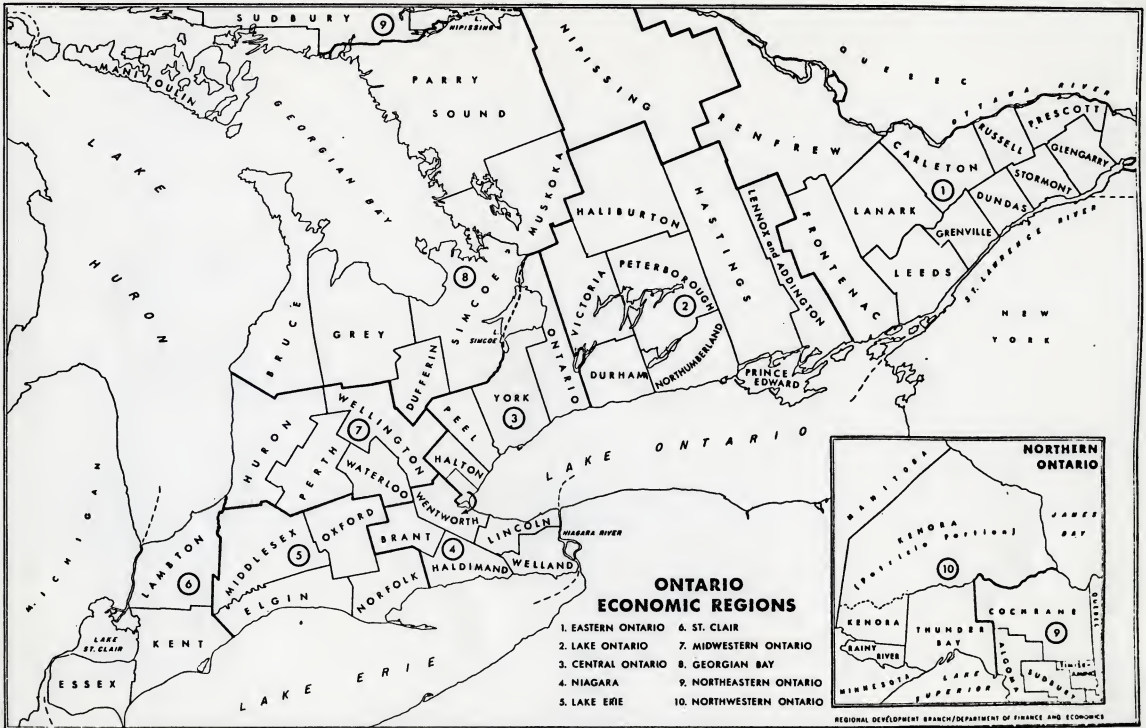
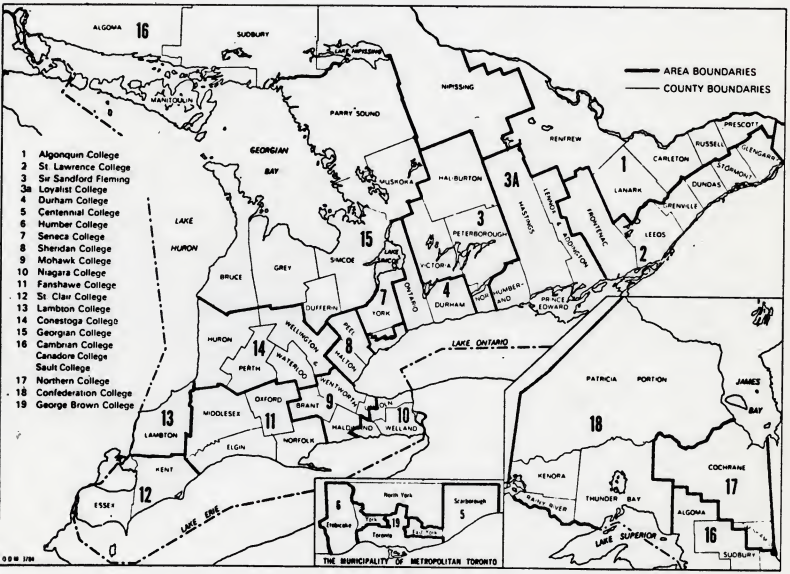
18. Minutes of the first meeting of the Ontario Council of Regents - February 3 and 4, 1966.


ONTARIO
ECONOMIC REGIONS
1. EASTERN ONTARIO
2. LAKE ONTARIO
3. CENTRAL ONTARIO
4. NIAGARA
5. LAKE ERIE
6. ST. CLAIR
7. MIDWESTERN ONTARIO
8. GEORGIAN BAY
9. NORTHEASTERN ONTARIO
10. NORTHWESTERN ONTARIO
NORTHERN ONTARIO
SUDBURY
PARRY SOUND
NIPISSING
RENFREW
QUEBEC
OTTAWA RIVER
PRESCOTT
RUSSELL
GLENGARRY
CARLETON
STORMONT
DUNDAS
GRENVILLE
LANARK
LEEDS
FRONTENAC
LENNOX and ADDINGTON
HASTINGS
PRINCE EDWARD
NORTHUMBERLAND
PETERBOROUGH
HALIBURTON
MUSKOKA
VICTORIA
DURHAM
ONTARIO
SIMCOE
YORK
PEEL
DUFFERIN
GREY
BRUCE
HURON
WELLINGTON
PERTH
WATERLOO
HALTON
WENTWORTH
LINCOLN
WELLAND
HALDIMAND
BRANT
OXFORD
MIDDLESEX
ELGIN
NORFOLK
LAMBTON
KENT
ESSEX
LAKE ST. CLAIR
MANITOULIN
GEORGIAN BAY
LAKE HURON
MICHIGAN
LAKE ONTARIO
LAKE ERIE
NIAGARA RIVER
ST. LAWRENCE RIVER
NEW YORK
MANITOBA
KENORA
JAMES BAY
KENORA
THUNDER BAY
COCHRANE
RAINY RIVER
ALGOMA
SUDBURY
MINNESOTA
LAKE SUPERIOR
QUEBEC
REGIONAL DEVELOPMENT BRANCH/DEPARTMENT OF FINANCE AND ECONOMICS

Ontario Colleges of Applied Arts and Technology • Areas



During the first year, too, the Council officially installed Boards of Governors in eighteen college areas, and in the fall of 1967, a Board of Governors for a newly created nineteenth area, namely City of Toronto and the Villages of Swansea and Forest Hill.

At the third meeting of the Council of Regents on being invited to discuss the function of the Council, the Minister announced that,

> "the Council of Regents will have a full time executive-secretary and that the Technological and Trades Training Council will act as the administrative and advisory arm of the Council of Regents. The Technological and Trades Training Branch will also serve as a resource centre to assist the Boards of Governors in planning educational programs." [19]

Three members in particular, in the Council of Regents, expecting the Council to have an independent secretariat in addition to the executive-secretary, questioned the Minister at the next meeting "regarding the Council's relationship with the Technological and Trades Training Branch once the executive-secretary takes office" to which the Minister replied:

> "the University Affairs' Committee uses the Department of University Affairs as its resource arm but also has retained research personnel outside the department when necessary." [20]

He thought that a,

> "secretariat would duplicate services which can be provided by the (Technological and Trades Training) Branch (renamed later in the same year as the Applied Arts and Technology Branch) --- (and added) it would be quite appropriate for the Council of Regents to seek information from other departments of government such as Welfare, Agriculture, etc." [21]

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19. Minutes of the Ontario Council of Regents, April 1, 1966.
20. Minutes of the Ontario Council of Regents, April 29, 1966.
21. Ibid.

The secretariat problem remained a contentious issue for some time even after the executive-secretary was appointed. However with the development of a close relationship among the Chairman, the Executive-Secretary and members of the Branch, the secretariat issue eventually dissolved resulting in an effective working relationship between the Council and the Branch.

After a year in office, the Executive-Secretary of the Council resigned to become the President of one of the new colleges of applied arts and technology and the Council appointed a senior member of the Applied Arts and Technology Branch as the new executive-secretary on a part-time basis. The executive-secretaryship is now established in the Branch, an arrangement that has worked to the advantage of the Minister as well as the Council of Regents.

During a strenous first year involving ten regular meetings, surviving many differences of opinion within itself and much criticism from without, the Council's accomplishments far exceeded expectations. One non-partisan adult educationalist observed recently in an interview,

> "I would guess that nowhere in our history or anyone else's except in the mobilization for war has there been an educational development at that rate of speed -- in five years twenty-two colleges in Ontario. For people who believed it took fifty years to change education that was an astonishing development".[22]

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22. Transcript and Tape No. 10.

CHANGING ROLE OF THE COUNCIL

On the termination of the first chairman's term of office in May 1970, the Minister appointed the Director[23] of the Applied Arts and Technology Branch of the Department of Education as the full-time chairman of the council. The new chairman was assigned to a special category within the Public Service with such "benefits as may be determined by the Lieutenant-Governor in Council".[24] He reported directly to the Minister of Education at that time, but more recently the formation of the Ministry of Colleges and Universities, to the Minister of Colleges and Universities.

Although several persons thought the Council of Regents had completed its mission with the establishment of the colleges, a new role emerged, that of a,

> "coordinating body with some additional delegated executive authority." [25]

Several events contributed to the changing role:

> "the first was the decision on the part of the Treasury Board, with some opposition from both the Council and people within the Ministry that the colleges must go on a formula system of financing which in some ways paralleled the university system of financing where the support for the colleges was determined solely by the student enrolment -----. There would be no line review of budgets; no judgment factors permitted ---. This in a sense removed a point of friction that had grown between the Council and the Applied Arts and Technology Branch as to who made the decision concerning how much money each college received and whether they were spending it wisely." [26]

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23. N. A. Sisco.

24. Section 6(9), Bill 98, The Department of Colleges and Universities.

25. Transcript and Tape No. 22.

26. Ibid.

The second event was the result of a controversy among the faculties of the colleges as to the association that should represent the academic employees in negotiating salaries and working conditions, a right the academic employees were seeking. Over a period of five years, four or five different associations attempted to establish rights. Eventually through the process of a secret vote the Civil Service Association of Ontario became the legal representative of all the academic and support employees of the colleges.

Although the Legislation that created the colleges of applied arts and technology had assigned the responsibility of establishing salary and wage rates including terms of employment to the Council of Regents, it had not provided for collective bargaining procedures.

The issue was finally resolved in 1972 by an amendment to the Ministry of Colleges and Universities Act of 1971, in which provision was

> "made for collective bargaining procedures for employees of boards of governors of colleges of applied arts and technology by reference, with appropriate changes, to the Crown Employees Collective Bargaining Act, 1972." [27]

This amendment involved the Council of Regents in the collective bargaining procedures.

The third event was an amendment to Revised Regulation 169(1970) made under the Department of Education Act for Colleges of Applied Arts and Technology to the effect,

> "A board of governors shall, not later than the first day of March each year, submit to the Council of Regents for the approval of the Minister, a multi-year plan containing such data and in such a format as the Council of Regents may require.
>
> "The multi-year plan shall include an estimate of the operating and capital costs of the board of governors for its next ensuing fiscal year ---." [28]

This amendment added a new dimension to the Council's responsibilities. Not only did the Council have to issue guidelines yearly for the preparation of the multi-year plans, it became involved in reviewing the plans with the boards of governors.

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27. Apendix D, page 41, Guidelines for Governors of Colleges of Applied Arts and Technology, August, 1972.

28. Ontario Regulation 506/72, section 1(2).

After the five-year plans had been analyzed within the Ministry as to their implications with respect to provincial norms, members of the Council together with senior personnel in the College Affairs Branch (formerly the Applied Arts and Technology Branch) arranged to meet with the boards of governors and senior officials of the colleges to

> "discuss their multi-year plans not only in terms of the particular college but against the background of government policy with respect to present and future policy trends".[29]

This two-way communication session gave the board of governors a chance to discuss its problems on a personal basis and it gave the Council members a much better perception of the problems and difficulties in the day-to-day operation of the college.

The Council, too, in its coordinating role, found it necessary to evaluate existing programs of instruction with respect to their effectiveness in attracting students and/or in gaining the recognition of employers. In some cases, too, the multiplicity of names for programs essentially the same was confusing not only to guidance teachers, parents and students, but to employers. This acted adversely on occasion in establishing employment opportunities for the graduates.

The Council, with the advent of "slip-year" financing and a restriction on the rate of increase in growth of the expenditures for post-secondary education, has moved in the direction of standardization of programs without limiting creativity. In effect it is almost a reversal of the original policy with respect to the development of new programs. Whereas in the first several years the colleges were encouraged to expand their offerings to meet the varied needs of the students, now with the great variety of existing programs, it is frequently necessary to review new program proposals in terms of what can be phased out to make room for the new program so that the college can remain educationally as well as economically viable. In the case of a unique program proposal, one that cannot be offered as an option of an existing program, the Council evaluates it in terms of the college or colleges best suited to offer it.

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29. Transcript and Tape No. 22.

As a fourth dimension in the Council's planning and coordinating role for the college community, the Council has adopted a policy of convening every second meeting at one of the Colleges. During part of the two-day session the Council's

> "committees meet with students, faculty and college administrators, being careful not to act as an inspection team, but rather as a group of lay people who are interested in the overall college development and anxious to get the reactions of the people to the overall picture." [30]

In addition to framing a mental picture of a college, its facilities, its programs and its students, the Council's,

> "members became known personally in very human terms to the faculty and students as well as to the college administrators and governors." [31]

As a final dimension in the total college community involvement, the Council invites elected student association officials, one or two from each college, to meet informally for a day with members of the Council of Regents once or twice a year. Although there is a prepared general agenda with items for consideration contributed by the students in advance, time is allocated for general discussions. The only reservation concerns the purpose of the sessions. It has been clearly understood from the initial meeting that the Council,

> "is not there to be a court of appeal in problems that they (the students) may have with their own boards of governors or the colleges' administrators. The Council is interested in the broad college development, its programs and policies concerning students, but is not interested in hearing specific complaints." [32]

On analyzing the results of the seven sessions to date the Chairman of the Council of Regents recently made the following observations:

> "the students themselves have changed; the questions have changed. Originally there was great concern about what the Council was doing to give the colleges a sense of identity. The students wanted reassurance that the colleges were really important; they felt very unsure of themselves. They kept quoting what the general public had said about them. There seemed to be a feeling of insecurity and an obvious search for an identity as students of

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30. Ibid.

31. Ibid.

32. Ibid.

"colleges of applied arts and technology. That has now disappeared over the last three years. They now know who they are; they have achieved a sense of identity. The business and industrial communities have accepted them. There is no uncertainity or insecurity as far as their personal identity as college students is concerned.

"The problems now centre on the effectiveness of the instruction. They feel there should be some mechanism for student participation in the evaluation of instruction and the validity of programs. They have expressed concern that some faculty members are not keeping up to date. When they go out on cooperative programs or when they have a chance to test what they have learned in industry, they find some instruction is not current. They want to know what the Council is doing about it. There is a continuing request for involvement in the decisions which affect them especially in those colleges that have been least successful in this regard."

The Chairman went on to say that he had reason to believe that the majority of the college boards have found or are finding "techniques for involving faculty and students in the educational policy decisions." Another interesting thing he noted was that the average age of the representatives today is three to five years older than the representatives in the sessions three years ago.

The Council of Regents functions through three standing committees with ad hoc committees as required. The standing committees are

"Administrative and Student Affairs which is concerned with master plans and questions relating to college administration and to the students;

Staff Affairs, chiefly involved in the whole collective bargaining process for both the faculty and support staff groups; and

Curriculum Affairs which deals with new program of instruction proposals, amendments to existing programs, consolidation of programs, and, by implication, the withdrawal of program that have not lived up to expectations."

Senior officials of the College Affairs Branch of the Ministry act as secretaries of these committees and the Director of the Branch is now the official executive-secretary of the Council.

The Council of Regents by legislation and practice,

> "is an integrated part of the system rather than an entity that stands between two separate worlds. The College Affairs Branch in particular and the Ministry in general act as a secretariat for the Council in conducting studies for it, in supplying it with specific information, and in recommending on questions that the Council may submit to them.
>
> "In general, with the advent of formula financing and particularly the building restrictions, the Council sees its overall role as ensuring that the money received by the colleges is spent effectively for legislatively supported purposes." 33

The Chairman of the Council recently summed up the current and future role of the Council as follows:

> "The Council as a lay body is gradually trying more and more to interpret the college point of view to the Minister and his officials, and at the same time, because of the very close relationship between the Council and the Ministry, to soften the effect of government particularly on financial policies in terms of its interpretation in the colleges. So I think that there is a buffer role in the sense of honing off the rough edges from both sides."

In order to establish better communications between the colleges and universities and "to prevent anomalies in policy decisions so that both groups could see the implications of what the other was doing"[34] the Chairman of the Council of Regents is a member of the Committee on University Affairs and the Chairman of the Committee on University Affairs is a member of the Council of Regents.

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32. Transcript and Tape No. 23.

33. Ibid

PART III

COLLEGE AREAS

With the announcement of the establishment of colleges of applied arts and technology in May 1965, it quickly became evident that the selection of sites for the colleges could become a major problem. The Minister in his address on May 21, 1965, made it clear that he had not determined the number and location of these colleges or the criteria which should determine the area that each should serve. He said that although studies had been initiated on these matters, definite decision would have to await the formation of the Ontario Council of Regents.

D.H. Craighead

During this period, the administrator assigned to giving thought to the interpretation and implementation of the Act considered a number of possibilities. The first was to select locations as had been done in the establishment of the institutes of technology, vocational centres and institutes of trades, but this was ruled out as not only unworkable politically but too authoritarian especially with the college concept being for and of the community.

The second possibility involved phasing the establishment of the colleges. In the first phase the existing provincial technical institutes in Hamilton, Haileybury, Kirkland Lake, London, Ottawa, Sault Ste Marie and Windsor would be converted into colleges of applied arts and technology by appointing boards of governors for each. A precedent had been established at the Ryerson Polytechnical Institute. Welland would have been included in this phase since

a site had been identified previously for an Ontario vocational centre. Further development would be considered after these colleges approached a predetermined maximum enrolment. This plan was dropped because colleges located in these areas would not be considered "community colleges". And, too, there had been criticism that the new colleges were having their identities established as totally technical by association.

The idea of the third proposal, actually two in one, came about after noting a reference to the word 'area' used once in the Minister's address in the Legislature where he said,

> "We have not yet determined the number and location of these colleges or the criteria which should determine the area that each should serve."

In the O.Reg. 268/65, too, reference is made to areas in section 3(2) and (3) as follows:

> "When a college has been established in an area that comprises two or more municipalities or --- etc",

and in section 4(1),

> "Upon assuming office a board of governors shall make a study of the post-secondary and adult education needs of the area for which the college has been established ---- etc."

After considering possible geographical areas it seemed logical to relate college areas to some existing system of areas such as educational regions, library areas, and even the Ontario legislative assembly constituencies. Of all, the economic regions seemed most suitable for two reasons:

> At that time there seemed to be some reason to believe that economic growth was related to the average educational advancement of the area, and;

the grade 12 enrolments were consistently multiples of 4000 approximately, the figure identified as a possible base in any area for a college, assuming a community college factor of .60 for the year 1970.

The community college factors were devised to estimate community college registrations in terms of projected grade 12 enrolments.

A summary of the Branch's proposal at the first regular meeting of the Council of Regents held February 3 and 4, 1966 is shown on page 32.

The proposal was conditioned by the following propositions:

"the colleges will serve areas or regions rather than single communities;

"the objective is to establish a sufficient number of colleges over a period of years so that the majority of students will be within commuting distances;

"the area to be served initially will have a grade 12 enrolment of at least 4000 students by 1970, except in sparsely settled regions;

"comprehensive colleges will be established in areas with dense population, limited colleges or split campus colleges in sparsely settled areas." 35

The proposal contained three specific recommendations concerning the procedure:

"Economic Regions (ten in number) - see page 19 - as established by the Ontario Department of Economics and Development, will be identified as College or Education Regions. A densely populated College Region would be divided into College or Education Areas.

"Appoint a Board of Governors for each Economic Region or for each College Area within an Economic Region.

"The Board of Governors will recommend the site or sites with priorities for the region." 36

---

35. Selection of Sites Proposal for Colleges of Applied Arts and Technology dated January 25, 1966.
36. Ibid.

SUMMARY OF PROPOSAL FOR COLLEGE SITES
PRESENTED TO ONTARIO COUNCIL OF REGENTS

ECONOMIC REGIONS	Approximate Grade 12 Enrolments: Actual 1965	Approximate Grade 12 Enrolments: Estimated 1970	College Areas: Initially	College Areas: by 1972	Existing Institutions
1. Eastern Ontario	9,000	10,600	1	3	EOIT OVC
2. Lake Ontario	4,200	4,500	1	2	-----
3. Metropolitan	22,500	31,700	4 (1)	5	PIT) 2 PITO) PIAAT (3)
4. Niagara	8,300	10,000	2	2	HIT (4) OVC (4)
5. Lake Erie	4,900	5,400	1	1	OVC (London)
6. Lake St. Clair	5,300	5,700	2	2	WOIT (Windsor)
7. Mid-Western Ontario	4,300	5,100	1	1	-----
8. Georgian Bay	3,800	4,400	1	2	-----
9. Northeastern Ontario	4,900	6,400	2	4	NOIT (6) PIM (7) OVC (8)
10. Northwestern Ontario	2,500	2,900	2	~~1~~ 2	Technical Division Lakehead University
TOTALS	69,700	86,700	16 (9)	24	

1. Did not include City of Toronto.
2. Not included in original proposal.
3. To be transferred to a metro-college (Centennial in 1967).
4. Hamilton Technical Centre - already in planning stage.
5. Welland Ontario Vocational Centre - already in planning stage.
6. Kirkland Lake.
7. Haileybury.
8. Sault Ste. Marie
9. Not including City of Toronto (George Brown in 1967).

D.H.C.
Jan. 25 1966

see page 18 in this chapter

The Council as noted in the section dealing with the Ontario Council of Regents after considerable deliberation and some amendments to the proposed area boundaries, recommended to the Minister the establishment of Boards of Governors for the College Areas rather than Economic Regions. It should be noted too, that the boundaries were established with a minimum of political interference.

The Council's recommendation was confirmed by the Minister in a statement made before the Ontario Legislature on March 16, 1966; excerpts from which are as follows:

> "I am happy to announce that an Order-in-Council has been approved setting up eighteen areas for the planning and development of Colleges of Applied Arts and Technology."[37]

The announcement ~~out lived~~ outlined the boundaries for the college areas and continued with the following clarification with respect to objectives and priorities:

> "Only two Ontario Municipalities have been omitted from the plan. They are the City of Toronto and Forest Hill Village. At the present time there is a complex group of post-secondary institutions in this area including the Ryerson Polytechnical Institute, the Provincial Institute of Trades, the Provincial Institute of Trades and Occupations, among others. This area is receiving further study and will be the subject of a special Order-in-Council in the near future.
>
> "After a study of the complicated problem of locating future colleges across the Province the Council of Regents adopted the ten regional development areas of Ontario as the basic structure upon which to plan. There were several reasons for doing this. The projections of school enrolments and population statistics indicated that at least one college would be needed for each of the ten areas. Also, the Council

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37. Statement Regarding the Establishment of College Areas -- Basic Documents -- Second Edition -- June 1966.

"recognized that there should be a close relationship between any college program and the long term economic development plan for a particular region. The Council believes that a College of Applied Arts and Technology can play a vital role in the task of developing the human resources of the Province in relation to the economic and social needs of each area.

"Because of the varying population densities in different parts of Ontario, it is obvious that some regions will require more than one college immediately, and many will require more than one in future years. The plan suggested and now adopted provides for an orderly well-planned growth which can be phased and developed over the next five to ten years. It also provides a base for the gradual integration of existing post-secondary institutions into the college plan.

"In conjunction with the Council of Regents, we will now proceed to appoint boards of governors in areas of high priority almost immediately. It is expected that some growth in post-secondary opportunities can be realized by September of 1966.

"This growth will be accomplished by the expansion of existing facilities in areas 1 (Ottawa), 9 (Hamilton), 11 (London), 12 (Windsor), 16 (Sault Ste. Marie), and 17 (Kirkland Lake and Haileybury) together with the development of 3 or 4 additional areas by the leasing of temporary accommodation. We see Lambton (13), Scarborough (5) and North York (7) areas as being among the first of these. Additional student places will thus be provided in existing programs as well as through the introduction of courses in completely new areas of study.

"This plan would indicate that 18 colleges of varying size and complexity would be possible within the next few years. The Council of Regents has pointed out that more than one college might be required in an area over a period of years. This need will be determined as studies continue. The Council has further indicated that in some areas of a split campus operation might be necessary with a single college operating facilities in more than one centre.

"It is necessary that the colleges be developed on an orderly basis. The Council of Regents will be asked to recommend further priorities appointed. Each board of governors will be responsible for establishing college locations in its own area, subject to approval by the Council of Regents.

"By the mid-1970's Ontario might have 26 colleges." [38]

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38. Ibid.

In 1968, college area 3 was divided to form two separate colleges, one in Peterboro and one in Belleville, and in 1972 college area 16 divided to form three colleges located in Sault Ste. Marie, Sudbury and North Bay respectively making a total of 22 colleges of applied arts and technology at the end of 1972.

Only with one minor alteration of boundaries and a minimum of controversy, the college area concept has worked out extremely well relieving the Minister of numerous political problems in the determination of the locations for the colleges.

A BEGINNING - NOT A BLUEPRINT

In an editorial, however, in the Globe and Mail, dated September 3, 1966, under the heading of "A Beginning, not a Blueprint", the editor rationalized the Minister's earlier statement in the Legislature, as quoted above, concerning the opening of the new colleges in September as follows:

> "Education Minister William Davis gave his assurance last March that the first of the province's new Colleges of Applied Arts and Technology - community colleges - would be opened and operating this fall. Technically speaking, he has been as good as his word. The boards of governors of Centennial College in Scarboro, Lambton College in Sarnia and Algonquin College in Ottawa claim their colleges will open in temporary quarters in the next month or two.
>
> "The achievement, however, now seems to be something less than a cause for a celebration. None of the three new colleges has enrolled a single student. Until yesterday, not one of the three could supply applicants with either registration forms or calendars. The Lambton College Board of Governors has not yet met to establish an opening date. The college has a building (an old separate school, still boarded up) but no telephone number. Algonquin

"College has attached six portable classrooms to Eastern Ontario Institute of Technology to house that institution's business program.

"The community college system will soon be in operation. True enough. But by no stretch of the imagination can any of the three colleges to be opened in this inaugural year be described as representatives of the concept of community college education promised by the Department of Education: an attractive mix of vocational programs and general arts. Maybe next year. But for the time being, the community college system is strictly vocational.

"The program at Centennial College, the most advanced of the three scheduled to open this fall, appears to be for the most part a hastily assembled collection of packaged courses drawn from the Ryerson Polytechnical Institute and the province's vocational centres and institutes of technology. Included are two-year courses in business, public realtions, journalism, hotel, restaurant and resort management, and life insurance. The college will also offer Ryerson's three-year business course.

"In its understandable anxiety to get the system operating in time to accept the first graduates of the four-year secondary school program, the Department of Education has seriously risked the system's future. The creation of the community college system is one of the most ambitious educational projects the provincial Government has ever undertaken.

"If it is successful it could have an enormous impact on the social and economic development of Ontario, opening the door to meaningful post-secondary school education to countless thousands of students who are not prepared to go directly to a university.

"It is of vital importance that nothing that happens - or doesn't happen - this year be allowed to obscure that potential. The compromises that have been made by both the department and the college boards concerned, cannot be accepted as precedents for the future."

A beginning, not a blueprint, but in retrospect perhaps the college concept should not be blueprinted. Once blueprinted, change with the times would be more difficult. At least 500 students enrolled at Centennial College and 70 at Lambton College in October and November, 1966 respectively; students who otherwise would have had no opportunity at that time for

further education and training. These were in addition to the over 8,000 students who were enrolled already in the provincial technical institutes including the Ryerson Polytechnical Institute but not including students in apprenticeship and manpower training programs.

A DEVELOPMENTAL YEAR WITH PLANS FIRMED AND CRYSTALIZED

A year after the colleges of applied arts and technology became a legislative reality, the Minister, in an address, on May 31, 1966, at a National Seminar on Community Colleges in Canada, held in Toronto, and sponsored by the Canadian Association for Adult Education, used the occasion to stress some of the unique features of the Ontario concept of community colleges and indirectly to respond to the critics of the proposed colleges. The following are quotations from the address:

> "the Council of Regents ---- has been appointed and has made great progress in developing plans for these new institutions.
>
> "During the past developmental year our plans have firmed and crystalized into a new and exciting concept.
>
> "We have admittedly learned a good deal from our neighbours to the south and from other provinces of Canada as well as many of the countries of Western Europe.
>
> "However, few of these share our fundamental purpose and fewer are true 'Community Colleges' in the sense that the term has been construed in Ontario. Our Colleges are in no way meant to be junior universities, but are rather institutions of continuing education at the post-secondary level for those students who are not able or who do not wish to pursue university work.
>
> "The concept is to provide a total comprehensive program variable as to length of course and com-

"pletely flexible in providing for the needs of the young persons graduating from the school system and the adult seeking further education and training for vocational or avocational reasons.

"they (the colleges) must establish themselves, not on a reputation as university extensions, but on their own function as 'community colleges' of the broadest possible type.

"Their image must be one of a college that is supplying a well-established need, both academic and vocational, within the Province.

"The unparalleled growth of the provincial institutes of technology and of the trades institutes and vocational centres may be mentioned here as further substantiation of our claim that the new colleges will fill a great need. These institutes have been forced out of their original pattern into hybrid organizations offering a wide choice of courses and are now, in many respects, fledgling colleges of applied arts and technology.

"they are resulting in a system of colleges, whose aim is to educate in the full sense of the word rather than merely 'train'.

"To concentrate, at any level, on manual expertise, to the detriment of the thinking process, is a retrograde action that commits us to nothing more than a redundant retraining program which is surely not in keeping with the college image.

"Our planning for the colleges, therefore, has taken cognizance of both our academic and vocational needs."

In referring to the 'White Paper on the Education of Adults in Canada', published by the Canadian Association for Adult Education, the Minister maintained,

"that the objectives spelled out in that Paper, and certainly the section of it that deals with 'community colleges' will be attained by the (Ontario) concept of a community college."

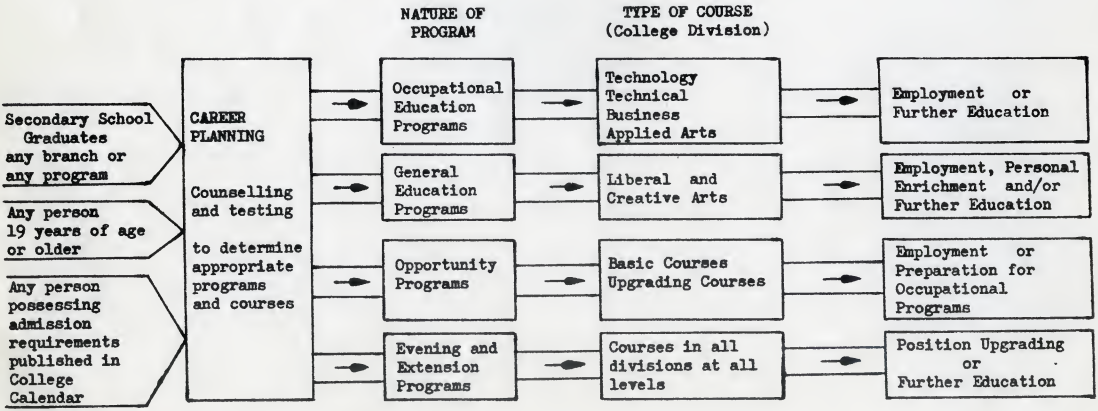
In his concluding remarks the Minister announced that the Branch of his Department which acts as the administrative arm for the Council of Regents for the Colleges of Applied Arts and

Technology, as well as operating most of the adult programs offered under the terms of the Technical and Vocational Training Agreement was to have a change of name. He said,

> "To better indicate the comprehensiveness of the Colleges of Applied Arts and Technology in Ontario; to better emphasize their communal nature, and to include in the concept of the many areas now served by the Technological and Trades Training Branch, it has been decided that the Branch will be enlarged and will henceforth be known as the Applied Arts and Technology Branch, a synonym for the continuing education that I have been outlining here and a project on the need of which, we are, I think, agreed."

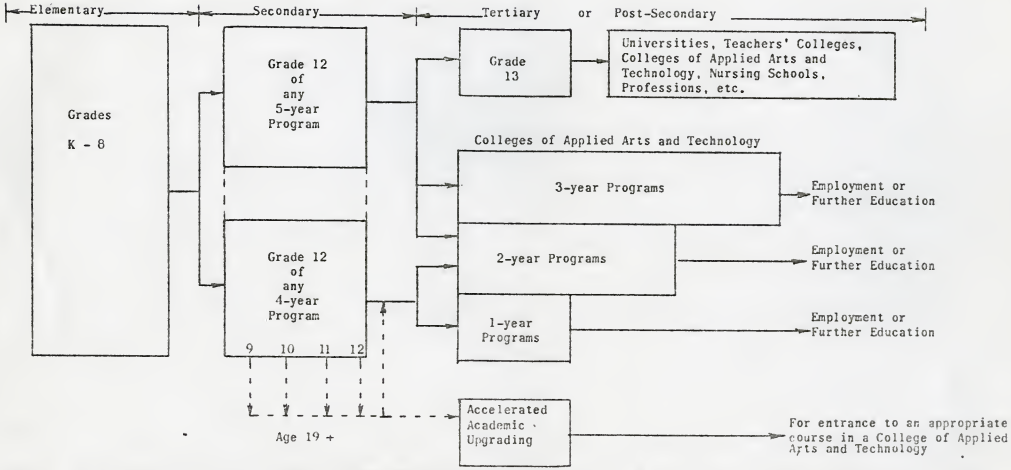
With "plans firmed and crystalized" in the developmental year following the passing of the legislation, it only remained to effect the appointment of boards of governors for the college areas so that the colleges could become a reality.

FLOW CHART - COLLEGES OF APPLIED ARTS AND TECHNOLOGY



3115
Sept 9/65

Educational Flow-Chart



Note: 1. Honour graduates of the Four-Year programs may be accepted for enrolment in a 3-year college program. Refer to HS 1 (1967) and Institute of Technology calendars.
2. Grade 13 graduates may be accepted as entrants to the second year of a 3-year program. Refer to HS 1 (1967) and Institute of Technology calendars.
3. Refer to the official college publications for specific admission requirements.
4. Extension courses in many of the college programs will be offered.

DHE
August 8, 1966
Revised December, 1966

COMPARISION OF QUALIFICATIONS AND POSITION RESPONSIBILITIES OF FACULTY MEMBERS

AREA	UNIVERSITY	COLLEGES OF APPLIED ARTS AND TECHNOLOGY	SECONDARY SCHOOL
1. Academic Qualification			
Doctor Degree	Extensive	Limited	- - - - -
Master Degree	Limited	Extensive	Limited
Honour Degree	- - - - -	Extensive	Extensive
Pass Degree	- - - - -	Limited	Extensive
Membership in Prof. Assoc.	- - - - -	Limited	Limited
Skilled Craftsman	- - - - -	Limited	Limited
Cognoscente	Limited	Limited	- - - - -
2. Teacher Qualifications			
Basic	- - - - -	Extensive	Extensive
Specialist	- - - - -	Limited	Extensive
3. Knowledge Imparted			
Theories	Extensive	Ext. to Lim.	Limited
Principles	Limited	Extensive	Ext. to Lim.
Facts	Limited	Extensive	Extensive
Skills	Limited	Ext. to Lim.	Lim. to Ext.
4. Instructional Activities			
1) Directed at	Middle and upper academic-oriented students	All technical and business oriented, and lower and middle academic-oriented students	Cross-section of all levels and orientations - academic, technical and business
2) Directed towards	Employment Graduate Courses Research	Employment Further Education	Post-secondary education Employment
5. Instructional Methods			
Lecture	Extensive	Ext. to Lim.	- - - - -
Socratic	Limited	Lim. to Ext.	Extensive
Seminar	Extensive	Lim. to Ext.	Limited
Tutorial	Limited	Limited	- - - - -

AREA	UNIVERSITY	COLLEGES OF APPLIED ARTS AND TECHNOLOGY	SECONDARY SCHOOL
6. Relationships with Students			
Disciplinary	- - - - -	Limited	Extensive
Academic advisement	Limited	Ext. to Lim.	Limited
Counselling	Limited	Extensive	Extensive
Supervision of student activities	Limited	Ext. to Lim.	Extensive
7. Types of Courses Offered			
Full-time (day)	Extensive	Extensive	Extensive
Part-time (day and evening)	Limited	Extensive	Limited
Short (day and evening)	Limited	Extensive	- - - - -
8. Staff Research Activities			
Specialized	Extensive	Limited	- - - - -
Theoretical	Extensive	- - - - -	- - - - -
Instructional	Limited	Extensive	Limited
9. Consultation Services			
With Business, Industry or Government	Extensive	Limited	- - - - -

Ext. to Lim. - Extensive to Limited dependent on situation.

Lim. to Ext. - Limited to Extensive dependent on situation.

Note: The above comparison indicates that the university professor will be considered primarily as a professional in his discipline, and the secondary school teacher, with his extensive teacher education, will be considered primarily as a teacher. The instructor or master in a College of Applied Arts and Technology must accept a more complex role, that of a teacher combined with the authority of an occupation-oriented professional based on personal experience in his discipline. He must be concerned with the development of teaching methods that will appeal to the diversified interests and abilities of his students.

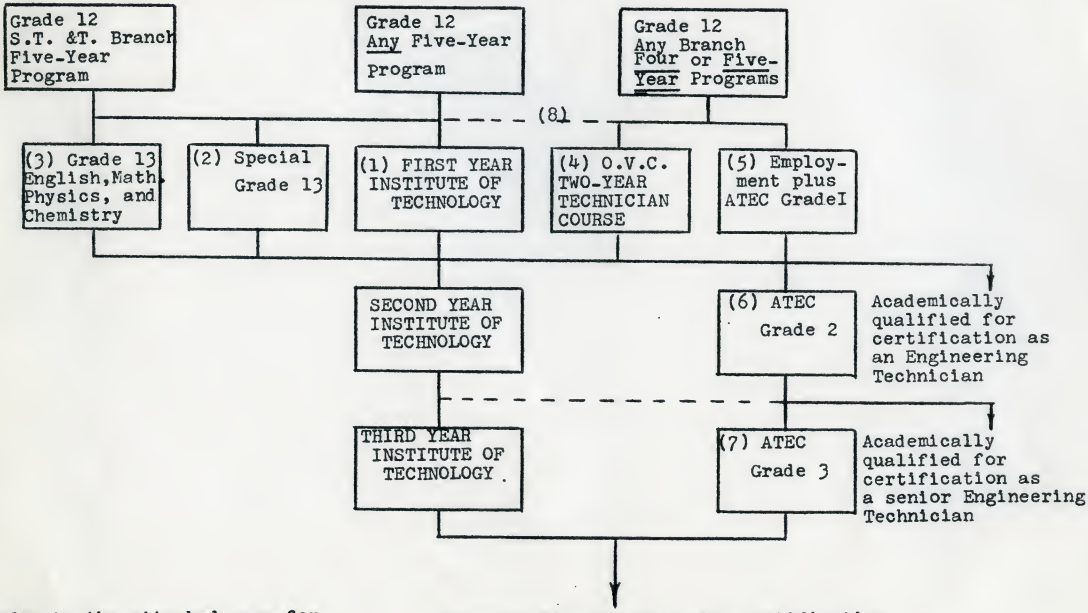
July, 1965
JHG
Revised September 21, 1965.

ARTICULATION CHART

PROVINCE OF ONTARIO

ENGINEERING TECHNICIAN AND TECHNOLOGY PROGRAMS

SECONDARY SCHOOL-INSTITUTE OF TECHNOLOGY-ONTARIO VOCATIONAL CENTRE-ADVANCED TECHNICAL EVENING CLASSES



Refer to the attached page for note 1 to 8 inclusive

D. H. Craighead
Administrator,
Supervision and Curriculum

September 21, 1965.

ARTICULATION CHART

ENGINEERING TECHNICIAN AND TECHNOLOGY PROGRAMS

NOTES:

1. In addition to the Secondary School Graduation Diploma, applicants must have a 60 per cent average in Grade 12 English, Grades 11 and 12 Mathematics and Science.

2. A special program consisting of the subjects of the first year Institute of Technology is offered in a number of secondary schools.

3. Students who complete Grade 13 standing in English, Mathematics, Physics and Chemistry may be admitted to the second year of an Engineering Technology course. Preference will be given to those applicants who have at least one year of Electricity and Mechanical Drafting with an overall average of 60 per cent. (Does not apply for Architectural or Mining Technologies.)

4. Honour graduates of the two year technician courses will be admitted to the second year of the corresponding course in the Institute of Technology.

5. Students who enter employment after successful completion of any Grade 12 program and who complete the nine subjects (listed below) of the Advanced Technical Evening Class program with an overall average of 60 per cent will be admitted to the second year of an Institute of Technology course. The nine subjects are English, Mathematics I and II, Physics I, Mechanics I, Electrical Fundamentals, Electronic Fundamentals, General Chemistry and Technical Drawing.

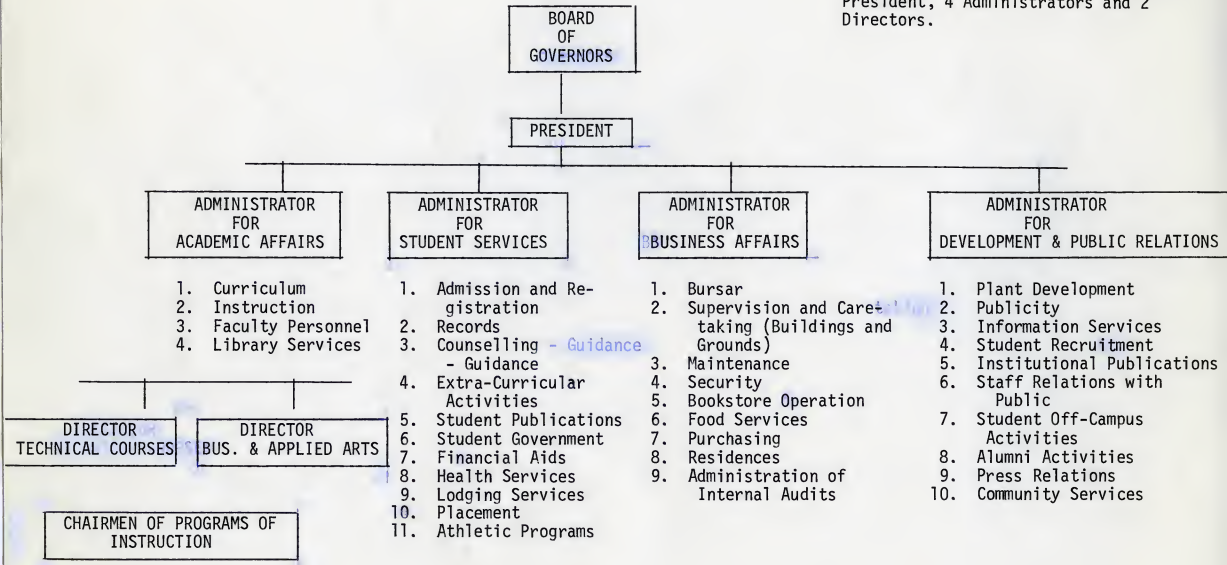
6. By a proper selection of subjects at the A.T.E.C. Grades 1 and 2 levels, successful students may be admitted to the third year of an Institute of Technology course.

7. The Grade 3 Certificate is accepted as the educational qualification for certification as an Engineering Technologist by the Association of Professional Engineers provided the candidate's technical report is acceptable to the Certification Board of the Association, and provided that the applicant has standing in General Chemistry, Physics I, Mathematics IV and Economics.

8. First class honour students from the Four-Year program may be admitted to the first year in a Provincial Institute of Technology.

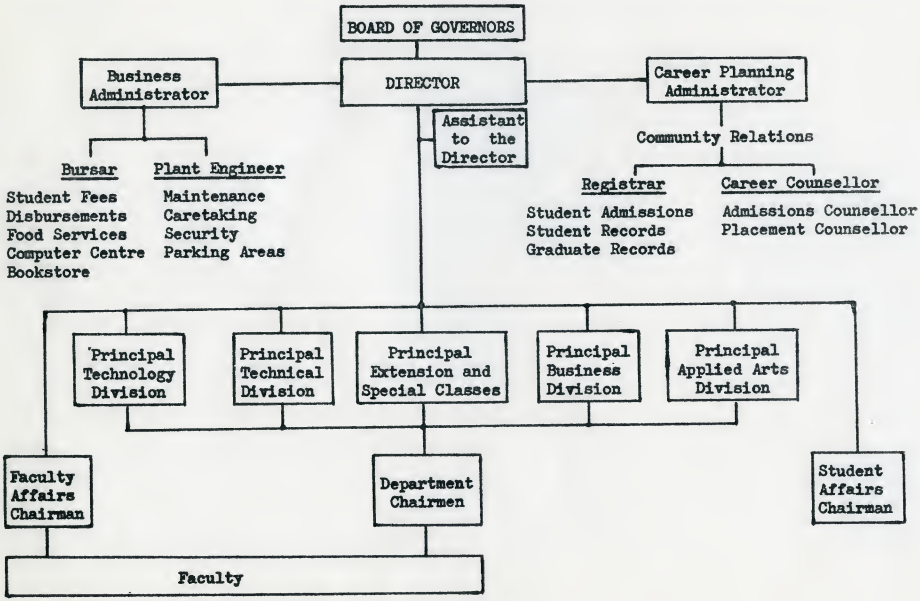
September 21, 1965.

Student Enrolment up to 500 students, President, 4 Administrators and 2 Directors.



D. H. Craighead
August 26, 1966.

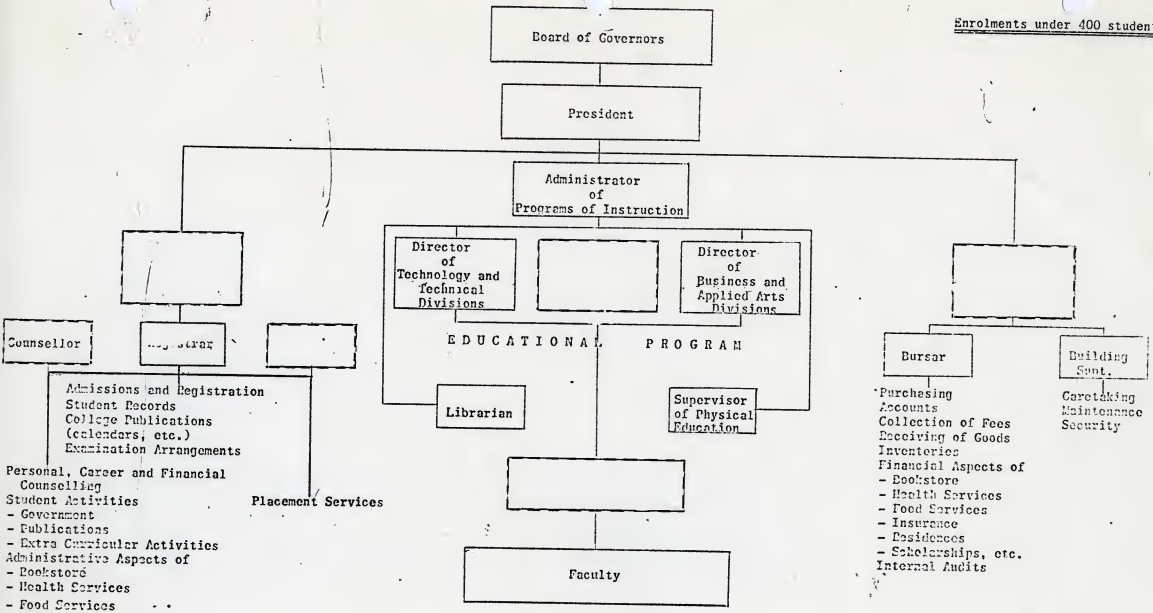
A PROPOSED LINE-STAFF ORGANIZATION for a COMPREHENSIVE COLLEGE OF APPLIED ARTS AND TECHNOLOGY



Sept 21, 1965
DHG

PROPOSED ORGANIZ ONAL CHART FOR COLLEGES OF APPLIED ARTS AND TECH OGY

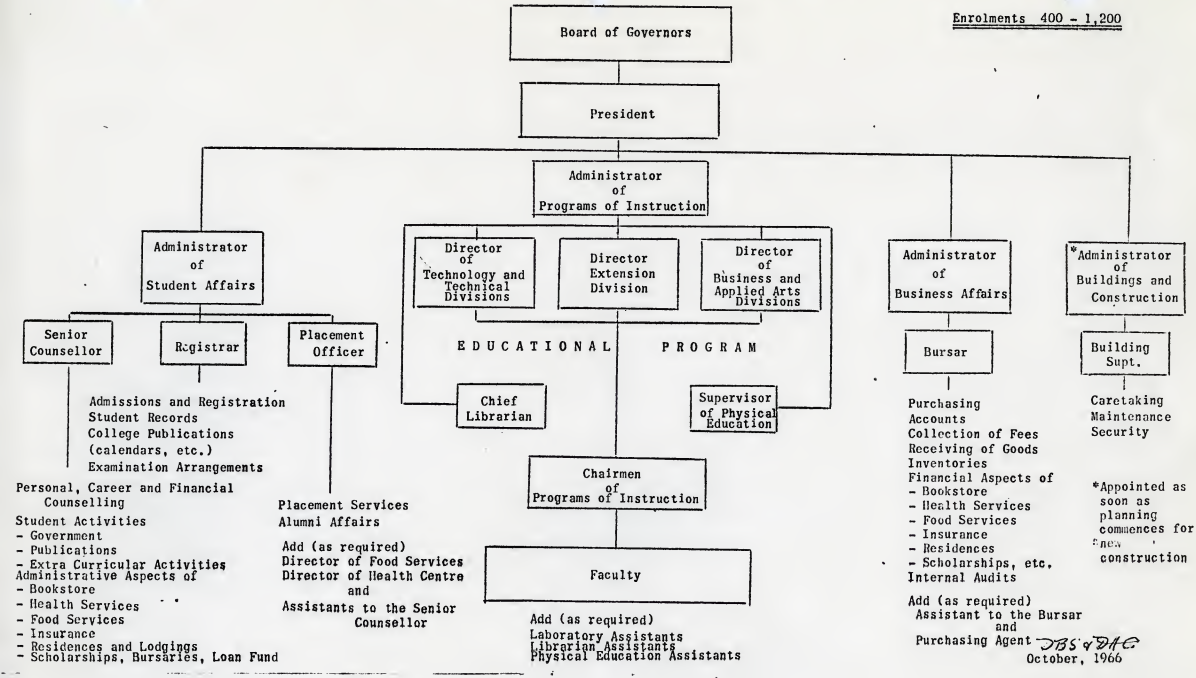
Enrolments under 400 students



DBS & DHS
October 8, 19

PROPOSED ORGANIZATIONAL CHART FOR COLLEGES OF APPLIED ARTS AND TECHNOLOGY

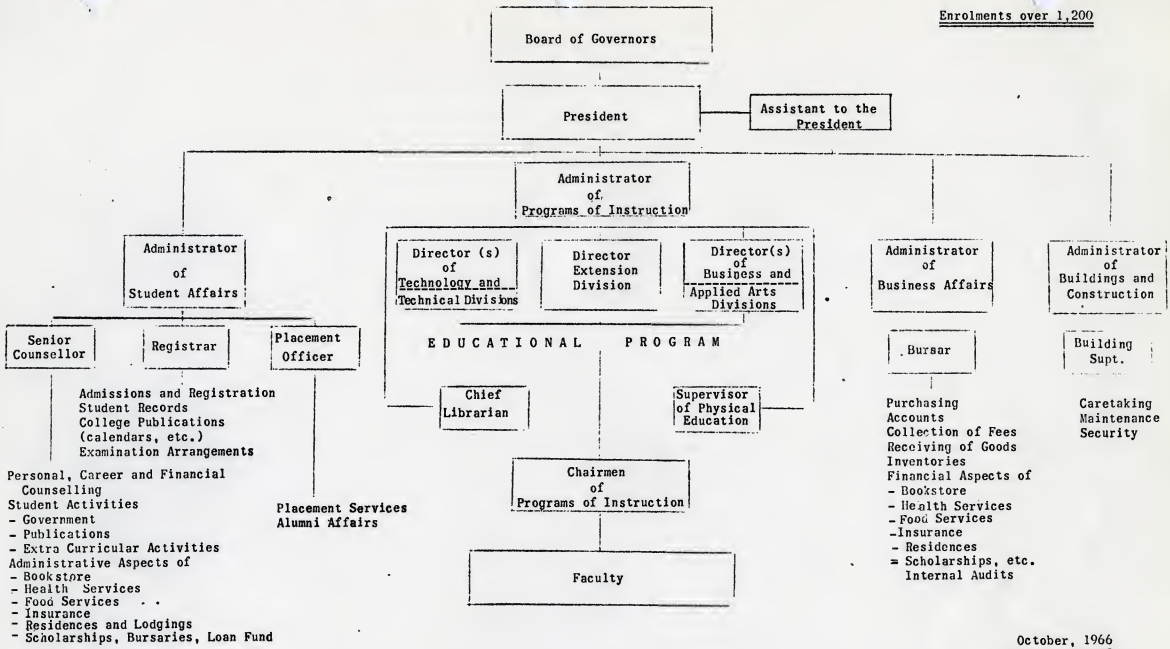
Enrolments 400 - 1,200



JBS & DAG
October, 1966

PROPOSED ORGANIZATIONAL CHART FOR COLLEGES OF APPLIED ARTS AND TECHNOLOGY

Enrolments over 1,200



October, 1966
D.B.S. - D.H.C

Definitions for the Educational Specifications drafted by the Division of School Planning and Building Research for the Colleges of Applied Arts and Technology

Definitions - (As per page 1 of Draft of Instructions, dated August 19, 1965.

1. Divisions - The major areas of instruction are currently designated as Technological, Vocational (Technical), Business and Applied Arts; each supervised by a principal under the direction of the director of the College. (Refer to appendix for description.)

2. Course(s) - A group of specialized and supporting subjects selected to provide education and/or training in a given discipline, skill or trade.

3. Class Unit - The smallest group of students for instructional situations, usually determined by the size of the group accommodated in laboratory or shop classes. (20 to 30 students.)

4. Class - Consists of one or two class units.

5. Lecture Group - Consists of four, six or other even multiple of class unit.

6. Classroom - Room provided with seats and writing areas, accommodating a unit group of students. (Unit Instructional group - 30 to 50 students.)

7. Lecture Room - Room provided with tiered (usually) rows of seats accommodating large groups of students. (100 students plus, usually even multiples of the class unit.) Rooms are usually designed with built-in projection equipment and facilities for other visual aids.

8. Seminar Rooms - Rooms with movable seats usually arranged around tables to accommodate group discussions under the leadership of a resource person or instructor (12 - 24 students.)

9. Carrel - A small enclosure or cubicle for individual study usually in a stackroom or reference room of a library.

10. Laboratory - Room furnished with specialized equipment and instruments purposely designed to prove the principles discussed in lecture and class rooms and designed to develop testing and research techniques.

11. Shops - Rooms furnished with equipment and tools purposely designed to develop manual dexterity in a particular skill or trade. Frequently an instructional area (class room) is built within the shop area.

12. Specialized Subjects, Laboratories or Workshops - Designed for particular discipline, skill or trade.

13. Electronic Teaching Room - Equipped with tape recorders, microphones, earphones and ancillary equipment by which the instructor may be in direct contact with each student or with a group of students. e. i. Language laboratory and dictation room.

14. Educational Television (ETV)

(A.) Open Circuit Television - Designed to reach limited or large community audiences with professional, formal and informal programs involving the operation of an educational or commercial television station. Programs which can be received on any regular T. V. set.

(B.) Closed Circuit Television - Designed for transmitting educational and other programs within the confines of the institute, college or school. Cameras are connected directly to the receivers.

15. Library Systems

1. Centralized- All books and services are located in one area.

2. Decentralized- One central area containing books used by all divisions of the college or school with a number of smaller areas in readily accessible locations containing specialized reference material.

15. Library Systems

3. Other Modifications - One central area with specialized books assigned to instructors in specialized areas: the latter are for the use of students in laboratories, design rooms and seminar rooms.

16. Computer Centre - A room provided with a computer, data processing and supporting equipment for use by the administration, faculty and students.

17. Physical Education Program - An organized program for the development of recreational interests.

September 22, 196

Colleges of Applied Arts and Technology

The Learning Process

Curriculum:

Curriculum is a group of subjects and planned experiences which a student has under the guidance of the school or college.

Instruction:

Instruction is a interaction between the student and the teacher in which teaching and learning occur simultaneously.

Curriculum and Instruction:

Curriculum and instruction are the two major dimensions stimulating the learning process in students.

Thinking and Knowledge:

Thinking and knowledge are exorably intertwined with personality development.

Need fulfillment:

Need-fulfillment is the basic student motivation for college attendance.

Tactics of Teaching vs. Logistics of Learning:

To achieve the full potential of the students in the colleges of applied arts and technology there must be a shift in emphasis from the tactics of teaching to the logistics of learning. Such an emphasis should stress scholarship, problem solving and critical thinking.

Adaptations in instruction and curriculum to appeal to the variations in interests and academic backgrounds of the students present the greatest challenge for the staff members

in these colleges. Bold experimentation is required with respect to curriculum, teaching techniques and student needs. The competence of the faculty members should enable them to motivate learning of the highest quality. The degree to which learning is motivated is a measure of the competency of a faculty member.

Reasons for a Staff Member to Fail in Motivating Students:

(1) a feeling of insecurity through lack of personality, subject knowledge, or maturity.

(2) a fear to strike out into new fields and the fear of risk of criticism and failure.

(3) personal and professional aspirations of staff members might be threatened by innovations in educational programs.

(4) a lack of an appreciation of the primary objectives of the educational program.

September 28, 19

Colleges of Applied Arts and Technology

Proposals for the Consideration by the Ontario Council of Regents

Terms and Definitions of Terms used extensively in the proposals

College of Applied Arts and Technology

-an institution established under the terms of the Department of Education Amendment Act, 1965, (Bill 153) to provide programmes of instruction in one or more fields of vocational, technological, general and recreational education and training in day or evening courses and for full-time or part-time students.

Suggested Major Divisions of the Colleges

A. Technological Division

Engineering Technology Courses

(1) Admission requirement - Grade 12 from any Five-Year Secondary School program with a 60 per cent average in English, Mathematics and Science.

(2) Length of courses - at least 2400 hours of instruction.

(3) Objective - application of engineering principles combined with some training in the development of manual skills.

(4) Graduation - Granted a Diploma of Technology qualifying the graduate academically for certification as an Engineering Technologist by the Association of Professional Engineers of the Province of Ontario.

(5) Advance Credits - first class honour graduates have been admitted to the second year of an Applied Engineering Course by a number of universities, and, on an individual basis, may be admitted to the second year of General Arts or Pure Science pass courses. The latter courses are offered mainly in preparation for careers in teaching.

B. Vocational (Technical) Division

(a) Technician Courses

(1) Admission requirement - Grade 12 or equivalent from any secondary school program.

(2) Length of courses - 2 years

(3) Objective - to provide training in a craft combined with a technical education beyond secondary school level.

(4) Graduation - granted a certificate qualifying the graduate academically for certification as an Engineering Technician by the Association of Professional Engineers of the Province of Ontario.

(5) Advance Credits - Honour graduates will be admitted to the second year of a corresponding course in a Provincial Institute of Technology, or in the Technological Division of a College of Applied Arts and Technology.

(b) Trade and Pre-employment Courses

(1) Admission requirement - Grade 10 from any secondary school program and at least 19 years of age.

(2) Length of courses - varies from 5 months to 2 years.

(3) Objective - to provide training in a trade combined with related education.

(4) Graduation - granted a certificate of standing.

(c) Apprenticeship Courses

In co-operation with the Department of Labour courses are offered in the designated trades for registered apprentices.

C. Business Division

Business, Commercial, Secretarial and Administration Courses

(1) Admission requirements - Grade 12 from any secondary school program although Grade 10 may be acceptable for certain courses provided the applicant is 19 years of age.

(2) Length of courses - varies from 8 months to 3 years

(3) Objective - to provide business and commercial training and education beyond secondary school level. Courses will vary from Accountancy and Medical Secretarial of 8 months to Business Administration of three years.

(4) Graduation - granted a certificate of standing or a diploma.

(5) Advance Credits - first class honour graduates in Business Administration may be admitted with advance standing to a General Arts pass course.

D. Applied Arts Division

(1) Admission requirements - will vary from limited academic to secondary school graduation depending upon the course.

(2) Length of courses - will vary from a few weeks to three years.

(3) Objective - "to meet the relevant needs," other than technical and business, "of all adults within the community, at all socio-economic levels of all kinds of interests and aptitudes, and at all stages of educational achievement."

These courses will have as a core subjects from two or more of

the humanities	(language or languages, rhetoric, logic, philosophy, music.....)
the social sciences	(economics, geography, political science, psychology, sociology, history,.....)
and the natural sciences	(mathematics, biology, chemistry, physics, geology, astronomy, ...)

and a

specialty	Salesmanship, journalism, home economics, speech correction, librarianship, photography, commercial art, fashion design, advertising, welfare services, sanitation, nursing, child care, interior decorating and design, recreational leadership, pedagogy, physical education, kinesiology, paramedicine,.....)

All courses although consisting of subjects with cultural connotations will be "occupation - oriented."

(4) Graduation - granted a certificate of standing or a diploma.

(5) Advance Credits - not a primary objective, but may be considered under the terms of the Amendment Act, 1965, item 14A (5).

Note: Each division may serve as a service department of other divisions.

October 8, 1965.

Colleges of Applied Arts and Technology

Types of Colleges (Advantages and Disadvantages)

Proposals

A. COMPLETE or COMPREHENSIVE COLLEGE (Includes all the divisions)

(1) Institute of Technology Courses - Technological Division
-Engineering Technology Courses

(2) Vocational Centre Courses - Vocational (Technical) Division

Pre-employment, Apprenticeship and Technician courses

(3) Business and Commercial Courses - Business Division

-Clerical, Accountancy, Secretarial and Administration Courses.

(4) Applied Arts Courses - Applied Arts Division

-See Terms and Definitions of Terms used extensively in the proposals.

Advantages

(1) More varied programs possible to meet industrial, business and social requirements

(2) Better utilization factor of various laboratories and workshops

(3) Better library, recreation, counselling and social facilities.

(4) Greater economy in construction and administration.

Disadvantage

Initially the locations will be farther apart geographically, defeating in part the 'commuter college' concept.

B. LIMITED COLLEGES

(One or more Divisions of the College in Separate Geographical Areas)

Engineering Technology Division in one area, vocational division in a second, a Business in a third and Applied Arts in a fourth, or any combination of above in one area.

The Institute of Technology could continue to offer a limited number of Business and Applied Arts courses; the Vocational centres could continue to offer a limited number of Business and Applied Arts courses including the common first year of the Engineering Technology courses.

Advantages

(1) A greater number of geographical areas would have at least one of the divisions of a comprehensive college.

(2) More students would live within commuting distances.

Disadvantages

(1) Any one limited college would not be able to offer the varied programs possible in a comprehensive college.

(2) Students selecting certain courses would find it necessary to transfer to another limited college or complete college to finish their courses.

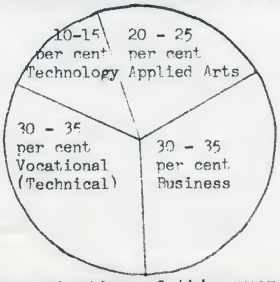
(3) More expensive to construct and operate on a student - place basis.

C. COMPLETE COLLEGES IN LARGER CITIES WITH LIMITED COLLEGES IN SMALLER CITIES OR TOWNS

(with provision for expansion of the latter to complete colleges at a later time depending on the enrolments.)

The limited colleges in this proposal would offer combinations or all of Vocational, Business and Applied Arts with provision for first year Institute of Technology only. This proposal would appear to have the greatest merit for the following reasons:

(1) The forecast need for Engineering Technologists (the product of an Institute of Technology) is estimated at 10 to 15 per cent of the potential output of Colleges of Applied Arts and Technology, and consequently not as many student places are required in this division.



Estimated Requirement of the Colleges of Applied Arts and Technology.

(2) the adoption of this proposal would approach closer to the commuter college concept.

(3) provision could be made for the expansion of a limited college to a comprehensive college as required.

October 8, 1965.

FUNCTIONS OF THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY

The Colleges should provide:

1. Courses of types and levels beyond, or not suited to, the secondary school setting;

2. Post-secondary educational opportunities for graduates from any secondary school program, apart from those wishing to attend university;

3. Opportunities for adults who desire to extend or upgrade their educational background through day or evening classes;

4. Pre-training and upgrading programs and facilities which could be used by business and industry through co-operation with management, trade unions, government departments, and trade and professional organizations;

5. Scientific, technical, business and other courses in areas where a need can be demonstrated for adequately-trained personnel;

6. Facilities for short courses as the need arises. These would generally be in the form of clinics, seminars, or workshops.

CHARACTERISTICS OF THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY.

1. In general, a college should operate in a flexible and adaptable fashion.

2. The colleges should offer day and evening programs on a year-round basis.

3. Courses should vary in length from the short seminar type to those requiring three years' attendance.

4. Admission of students should be determined mainly by their potential rather than only on earlier school standing.

5. The colleges will be designed to meet the needs of the local community --- and they will be "commuter" colleges, except possibly in some areas of Northern Ontario.

6. Counselling service should be available for all students.

7. Students should be able to attend on a part-time or full-time basis; and, as far as possible, timetables should be arranged to suit shift workers.

8. Well-informed Advisory Committees representative of business, industry, labour, and other community groups should advise Boards of Governors.

SELECTION OF EDUCATIONAL PROGRAMS FOR THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY

The courses listed on subsequent pages are named for reference purposes only to indicate the potentiality of a college program. Several of the courses are administered currently by technical and professional societies or associations. Before introducing a course of this type the Boards of Governors and Council of Regents will seek guidance from the interested society or association.

Initially the educational program for a college will be identified by the Board of Governors in accordance with section 4 of the Regulation.

> 4 (1) Upon assuming office a board of governors shall make a study of post-secondary and adult education needs of the area for which the college has been established and shall, as soon as possible after the first meeting of the board of governors, submit for approval to the Council of Regents a report containing specific recommendations concerning the proposed educational program.

After the College is in operation, new educational programs may be initiated by technical and professional associations and/or by representations from business, industry and advisory committees through the boards of governors for the consideration of the Council of Regents in accordance with section 7 of the Regulation.

TYPICAL COURSES WHICH MIGHT BE OFFERED IN THE TECHNOLOGY DIVISION

The courses marked with an asterisk are presently conducted as three-year (2,400 plus hours) courses in the Ontario Institute of Technology.

* Aeronautical Engineering Technology
Aero-space Engineering Technology
Agricultural Engineering Technology
Air-Conditioning Engineering Technology
* Architectural Technology
Astronautical Engineering Technology
Atomic Power Engineering Technology
Automation Engineering Technology
Automotive Engineering Technology
* Biochemical Technology
Biomedical Engineering Technology
Ceramics Technology
* Chemical Engineering Technology
* Civil Engineering Technology
Communications Engineering Technology
Computer Engineering Technology
Conservation Technology
* Control Systems Engineering Technology
* Electric Power Engineering Technology
* Electronics Engineering Technology
Fire Protection Technology
Fluid Power Engineering Technology
Forestry Technology
Foundry Technology
* Gas Engineering Technology
Industrial Design Technology
* Industrial Engineering Technology
* Instrumentation Engineering Technology
Materials Engineering Technology
* Mechanical Engineering Technology
* Metallurgical Engineering Technology
* Mining Engineering Technology
Municipal Engineering Technology
Nuclear Engineering Technology
Petroleum Engineering Technology
Plastics Engineering Technology
* Production Engineering Technology
Surveying Technology
Telecommunications Engineering Technology
* Textile Technology
Topographical Engineering Technology
Water Resources Engineering Technology

TYPICAL COURSES WHICH MIGHT BE OFFERED IN THE TECHNICAL DIVISION

(a) Courses presently being offered are identified with an asterisk.

(b) Courses at the Technician level are two-year programs.

(c) Pre-apprentice and pre-employment courses vary in length.

(d) Apprenticeship training is based on a block-release scheme where apprentices attend 10 weeks or 20 weeks depending on the particular trade.

Technician Programs

Agricultural Technician
Air Conditioning Technician
Automotive Technician
* Civil Engineering Technician
* Construction Technician (General)
* Construction Technician (Mechanical)
* Dental Technician
Diesel Technician
* Drafting Technician (Architectural)
* Drafting Technician (Civil)
* Drafting Technician (Mechanical)
* Electrical Technician
* Electronics Technician
Fluid Power Technician
Foundry Technician
Graphic Arts Technician
* Industrial Chemistry Technician
Industrial Engineering Technician
* Instrumentation Technician
Laboratory Technician
* Marine Engineering - (4-year co-operative program)
* Marine Navigation - (4-year co-operative program)
Medical Technician
* Optical Technician
* Plastics Technician
Production Engineering Technician
* Refrigeration Technician
Surveying Technician
* Tool Design Technician
* Tool and Die Making Technician
Welding Technician
X-Ray Technician

Pre-apprenticeship and/or Pre-employment Courses

* Air Conditioning & Refrigeration - (Manufacture, Repair & Maintenance)
Air Frame Construction
* Appliance Servicing
Auto Mechanics
Aviation Mechanics
* Business Machine Servicing
Cabinet Making
Construction (Building, Supervision)
Diamond Setting
* Diesel Mechanics
* Drafting - (Architectural, General, Mechanical)
* Electricity (Industrial)
* Electric Motor Repair
* Electronics (Domestic)
Engraving
Fire Fighting
Furniture Repair
* Gas Appliance Servicing
* Heavy Equipment (Diesel)
* Industrial Mechanic (Millwright)
* Instrumentation
* Jewellery Arts
* Machine Shop
Metal Fabrication
* Office Machine Repair and Service
* Oil Burner Servicing
Service Station Attendant
Ship Construction and Repair
Signwriting
* Small Engine Repair
* Typewriter Repair
Upholstering
* Vending Machine Repair
* Welding
* Welding Fabricator
* Weldor Operator

APPRENTICESHIP COURSES

Formal apprenticeship training is the responsibility of the Ontario Department of Labour. The Ontario Department of Education has an agreement to provide the in-school section of the apprenticeship training. The Colleges of Applied Arts and Technology must be prepared to offer apprenticeship training as required.

Apprenticeship Courses now offered:

* Auto Body Repair and Finishing
* Barbering
* Bricklaying
* Carpentry
* Cook Training
* Electrical Construction
* Hairdressing
* Industrial Electronic Controls
* Lathing
* Millwright
* Motor Vehicle Repair
* Painting and Decorating
* Plastering
* Plumbing
* Refrigeration and Air Conditioning
* Sheet Metal
* Steamfitting
* Structural Steel Drafting
* Watchmaking

TYPICAL COURSES WHICH MIGHT BE OFFERED IN THE BUSINESS AND APPLIED ARTS DIVISIONS

The courses marked with an asterisk are presently being offered:

* Accountancy
* Advertising and Display
Agriculture - General and Business
- Animal & Crop Production
- Farm Machinery
Banking
* Bookkeeping
* Business Administration
* Business - General and Clerical
Ceramics
Child Care
Clothing
* Commercial Art
Computer Programming
* Data Processing
Dental Assistant
Dental Hygienist
* Fashion Illustration
Florist
* Food Services
* Graphic Arts
* Home Economics
Home Management
* Horticulture and Landscaping
* Hotel and Restaurant Management
Insurance
* Interior Decorating and Design
* Journalism
* Child Care Workers
Landscape Design
Law Enforcement
Librarianship
* Management - Store and Retail
- Small Business
Records Supervision
Medical Assistant
Medical Librarian
Merchandising
Nursing Assistant
Ornamental Horticulture
* Photography - Commercial
Physical Education
Playground and Park Management
* Radio and Television Arts
Real Estate
Receptionist
Recreational Leadership
Salesmanship
Sanitation
* Secretarial Science
* Secretarial-Dental, Legal, Medical, Technical, General, Executive
Speech Correction
Technical Illustration
* Waiter and Waitress Training
* Welfare Service
Pre-School Teacher Training

TYPICAL DISTRIBUTION OF TIME FOR COURSES IN A TECHNOLOGY DIVISION

Electronics Engineering Technology

	Hours per week	
	Lecture	Lab.
FIRST YEAR		
Applied Mechanics (&Technical Drawing)	2	2
Economics	2	-
Electricity	3	2
English	3	-
General Chemistry	3	2
General Physics	2	2
Mathematics	3	2
Physical Education	-	2
	18	12
SECOND YEAR		
Electric Circuits	4	2
Electric Measurement	1	2
Electronics	2	3
Electronic Circuits	3	4
English	3	-
Mathematics	4	-
Modern Physics	2	-
	19	11
THIRD YEAR		
Communications (Network Theory)	3	2
Control Systems	2	2
Electronic Circuits	3	2
Electronic Systems	3	2
Liberal Studies	2	-
Mathematics	4	-
Pulse Circuits	3	2
Technical Report	-	-
	20	10

The first year program of instruction is common to several branches of engineering technology.

TYPICAL DISTRIBUTION OF TIME FOR COURSES IN A TECHNICAL DIVISION

Drafting Technician (Mechanical)

First year	Periods/week	
THEORY AND PRACTICE		22
Mechanical Drafting	12	
Descriptive Geometry	4	
* Electronic Drafting		
* Tool and Die Drafting		
* Structural Drafting	4	
* Architectural Drafting		
* Survey Drafting		
Workshop Technology	2	
Language and Communication		3
Mathematics		5
Mechanics		4
Electrical Fundamentals		4
Library		1
Physical Education		1
		40

Second year	Periods/week	
THEORY AND PRACTICE		19
Mechanical Drafting	9	
Descriptive Geometry	4	
Machine Shop	2	
* Electronic Drafting		
* Tool and Die Drafting		
* Structural Drafting	4	
* Architectural Drafting		
* Survey Drafting		
Language and Communication		3
Mathematics		5
Mechanics of Materials		4
Physics		4
Economics		3
Library		1
Physical Education		1
		40

*Regional Option - Two to be selected by the school

Appliance Servicing (One-Year Program)

	Periods/week	
THEORY AND PRACTICE		23
Electrical Appliance Theory	4	
Electrical Lab and Small Appliances	4	
Laundry Equipment	3	
Cooking Equipment and Service Analysis	3	
Refrigeration Theory and Laboratory	4	
Refrigeration Shop	3	
Gas Theory and Shop	2	
Drafting		2
Electrical Fundamentals		3
Mechanics		2
Language and Communication		3
Mathematics		4
Economics		3
		40

Courses for Apprentices

The courses are of 10 or 20 weeks' duration depending on the nature of the trade and are given in co-operation with the Ontario Department of Labour. The Department of Labour is charged with the overall responsibility for the total apprenticeship program.

The college apprenticeship program consist of 75% shopwork and 25% related studies.

Millwright Course

	Periods/week
THEORY AND PRACTICE	27
English	2
Mathematics	4
Blueprint Reading and Drafting	5
Science	2
	40

TYPICAL DISTRIBUTION OF TIME FOR COURSES IN A BUSINESS DIVISION

Business Administration (3-year)

First Year

Subject	Hours per week	
English	4	
Economics I	5	
Accounting I	6	
Political & Economic Geography	4	
Business Law	3	
Business Organization	3	
Business Mathematics and Statistics	5	30

Second Year

Subject	Hours per week	
English	5	
Economics II	5	
Accounting II	6	
North American Economic Development	3	
Office Automation	4	
Psychology	3	
Marketing	4	30

Third Year

Subject	Hours per week	
Compulsory Subjects		
English	5	
Economics III	5	
Political Science	5	
Option I		
Accounting III	5	
Cost Accounting	5	
Data Processing	5	
Option II		
Advertising and Sales Promotion	5	
Business Management	5	
Industrial and Personnel Relations	5	
		30

Medical Secretary (8 months)

Subject	Periods	
Medical Shorthand & Transcription	8	
Medical Typewriting	8	
Medical & Hospital Accounting	4	
Business Machines	2	
Medical Office Procedures	4	
Pharmacology	2	
Physiology & Anatomy	3	
Medical Terminology	3	
English	5	
Physical Education	1	
		40

TYPICAL DISTRIBUTION OF TIME FOR COURSES IN APPLIED ARTS DIVISION.

Furniture and Interior Design (three-year)

First Year

Subject	Periods per week
Design Fundamentals	8
Economics	2
English	4
History of Design	2
Mechanical Drawing	6
Techniques and Materials	6
	28

Second Year

Subject	Periods per wee
English	3
Furniture Design	4
History of Period Styles	2
Interior Design	8
Psychology	3
Rendering and Design	3
Techniques and Materials	7
	30

Third Year

Subject	Periods per week
Communication in Business and Industry	2
Experimental Design	3
Furniture Design	5
Interior Design	9
Rendering and Design	3
Techniques and Materials	8
Graduation Project	-
	30

Welfare Services (two-year)

First Year

Subject	Periods per week
English	3
Psychology	3
Sociology	3
Principles of Government and Political Science	3
Economics	3
Social Welfare Services	3
Social Welfare Practices	4
Field Work Practice	8
	30

Second Year

Subject	Pe riods per wee
Human Behaviour	3
Sociology	3
Province of Ontario Social Welfare Services	3
Public Welfare Administration	3
Social Welfare Practices	3
Field Work Practice	16
	31

FACULTY QUALIFICATIONS AND RECRUITMENT

It is anticipated, based upon past experience in the Institutes of Technology, Ontario Vocational Centres and Institutes of Trades, that the members of faculties will be recruited from industry, commerce, secondary school systems and universities. More than 90 per cent of the faculty of the existing Institutes of Technology came directly from commerce and industry with two to ten years of practical experience subsequent to university graduation. In many disciplines, extensive experience qualifications will be equated to a university degree.

Although the techniques of teaching, as stressed in current teacher education and training programs, are important, more consideration must be given to the logistics of learning. To develop a successful program in the Colleges, the instructor or master must combine the art of teaching with the authority of an occupation-oriented professional in his discipline based on sound personal experience. He must develop teaching methods, and adopt new techniques that will appeal to the diversified interests, aptitudes and abilities of his students.

Either a basic teaching certificate and/or courses in education oriented to the philosophy of teaching adults will be considered as an essential prerequisite for permanent employment.

It is likely that many members of the administrative staffs of the new colleges will be selected from existing Institutes of Technology, Institutes of Trades and Vocational Centres.

THE EDUCATIONAL SPECIFICATIONS FOR THE COLLEGE

It is suggested that apart from a complete satisfaction with the functional requirements of the colleges, every encouragement should be given to ensure that the quality of the level of education offered is reflected in the quality of the architectural design.

In order to satisfy the educational requirements of the colleges and to ensure quality of the architectural design, there must be a close liaison among several groups, as follows:

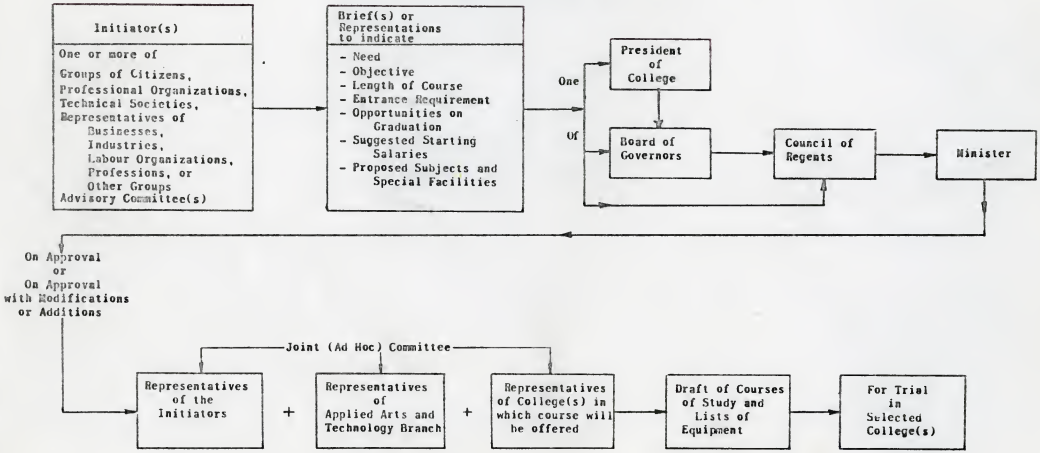
- The local board of governors and its advisory committees;
- The architectural firm appointed;
- Specialists at the Department of Education in the School Planning and Research Branch, and the Technological and Trades Training Branch.

The educational specification prepared by the local board of governors should convey the philosophy, aims and objectives of the college program. The information provided should include such things, as:

- Enrolment expected - percentage of male and female students, as well as age levels;
- Staff -----administrative, teaching and non-teaching ---- percentage of male and female ---- any special accommodations needs;
- Programs of instruction, as well as the courses to be offered in each program with aims and objectives (e.g. - technologist or technician level);
- Size of classes;
- The teaching methods to be employed --- the lecture or tutorial approach; individual study, library and research needs;
- Instructional time requirements for the various courses in classroom, laboratory, lecture theatre and other specialized areas of instruction;
- Television involvement;
- Communication requirements;
- Extra-curricular student activities;
- Physical Education program --- regular or extra-curricular;
- Cafeteria use--- What meals? Number? Use by community?
- Use of facilities during day and evening --- by students, and for other community endeavours.

July 1966

Introduction of New Programs of Instruction
in
Colleges of Applied Arts and Technology



Note: Refer to section 9 of Regulation 206/65, dated October 7, concerning the appointment of the Advisory Committee.

June 29, 1966
Revised August, 1966

DEPARTMENT OF EDUCATION
APPLIED ARTS AND TECHNOLOGY BRANCH

CURRICULUM PLANNING
COLLEGES OF APPLIED ARTS AND TECHNOLOGY

EDUCATION

A LIFE PROCESS INVOLVING THE HOME, THE SCHOOL, AND ALL SOCIETAL PARTICIPATION

FORMAL EDUCATION: THE SCHOOL, COLLEGE, UNIVERSITY

OBJECTIVES

ECONOMIC OR FUNCTIONAL	SOCIAL OR HUMANISTIC
TO PROVIDE THE INDIVIDUAL, TO THE LIMIT OF HIS CAPACITY, WITH THE FACTS AND TECHNIQUES NECESSARY TO SUPPORT HIMSELF THROUGHOUT HIS LIFE IN A SATISFYING MANNER AT THE BEST POSSIBLE STANDARD OF LIVING	TO ENGENDER, IN THE INDIVIDUAL, WORTHWHILE VALUES, CULTURAL AND HUMANE, THAT HIS RELATIONSHIP TO OTHERS AND TO SOCIETY MAY BE A REWARDING ONE.
TO PROMOTE, THROUGH INDIVIDUAL ECONOMIC STABILITY, THE ECONOMIC STABILITY OF THE NATION.	TO ADVANCE, THROUGH INDIVIDUAL COMMITMENT, THE ENLIGHTENMENT OF MAN.

September 1966
W.V.W. and H.I.

CHAPTER 4

THE CAATS BECOME AN IDENTITY

CONTENTS

CHAPTER 4

THE COLLEGES SECURE AN IDENTITY

CONTENT

CHAPTER 4

THE CAATS BECOME AN IDENTITY

CHAPTER 4

THE CAATS BECOME AN IDENTITY

PART I

> "The legislation also provides for the establishment of local boards of governors who shall have the powers of incorporation subject to regulation." [1]

Through this rather terse statement, the only reference to the governing body of the college, the Minister at the time he introduced the legislation, announced the means by which the colleges would be governed and through which the colleges would seek local identity.

Administering the colleges at the local area through a board consisting of individuals living in the area was an important departure from that of the prototypes of the colleges. They were governed through a principal directly from the Provincial Department of Education. It was reasoned that a local board in addition to reflecting a parochial image, would be able to respond quickly to the changing needs of the community, things the former technical institutes were unable to do because of the centralization of authority.

As one speaker at the inaugural meeting of a board of governors (area 15) in referring to one of the board's first and continuing responsibilities, said

> "The success of a college may be judged as proportionate to its acceptance by the people of the areas as 'our college' rather than as that 'government school'".

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1. Statement by the Minister in the Legislature, 21 May, 1965

ESTABLISHING BOARDS OF GOVERNORS

The composition of boards of governors is detailed in the Regulations pertaining to the Act that created the colleges as follows:

> "A board of governors for a college shall be composed of twelve members, seven of whom, excluding the ex-officio member, (the President) shall constitute a quorum.
>
> "Where a college has been established in an area that comprises one municipality, or part of a municipality,
>
> (a) the municipal council shall appoint four members to the board of governors, one of whom shall retire each year, the order of retirement to be determined by the municipal council; and
>
> (b) the Council of Regents shall appoint eight members to the board of governors, two of whom shall retire each year, the order of retirement to be determined by the Council of Regents.
>
> "Where a college has been established in an area that comprises two or more municipalities, or parts of municipalities, the board of governors shall be established on a formula that is provided by the Council of Regents and that is suitable to the municipal structure of the area." [2]

Once the college areas were established, the next responsibility of the Council of Regents was to appoint eight of the twelve members of boards.

It was agreed that each council member compile a list of proposed candidates for boards in one or more college areas, one of which usually was the area in which the council member lived. The boards hopefully would represent as many interests in the area as possible. The lists were reviewed by the Council before being

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2. O/Reg. 268/65 and R.R.O. 169/70

referred to the Minister for final consideration. This latter procedure which had not been identified in the Act or in the Regulations, was not appreciated by some members of the Council. This became an even more contentious issue in the Council when some of its recommendations were not accepted by the Minister, especially when the reasons for change were rather vague.

The Council was also required as noted in the Regulation to establish formulas, "suitable to the municipal structure of the area" for the appointment of the four municipal representatives on the boards. Although questioned in a few cases, all such formulas were accepted. In one case, however, where the college area consisted of two counties, one of which had a population three times the other, a representative of the larger proposed in a letter to the Council, that it should have the right to appoint three of the four members rather than the two assigned by the Council of Regents. The original formula remained unaltered.

By mid-October 1966, approximately eight months after the first meeting of the Council of Regents, the Council had officially installed boards in eleven of the original 18 college areas and had set tentative plans for the inaugural meetings of four additional boards. [3] All boards in the eighteen areas were operational by February 16, 1967. The charter members of Boards of Governors including subsequent appointees as supplied by the colleges are shown in the annex to this chapter.

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3. Summary of Progress of appointing Boards of Governors up to October 18, 1966 - Executive-Secretary of the Ontario Council of Regents

Although section 14a (3) of the Act established the governing body of the individual colleges, a latter sub-section gave the Minister certain rights, subject to the approval of the Lieutenant-Governor-in-Council, to make regulations with respect to the colleges of applied arts and technology. In particular the sub-section concerned with boards relate specifically to

> "prescribing the power and duties ----, the manner of calling and conducting meetings thereof, and the procedure for the election or appointment of chairmen and officers;
>
> providing for the payment of travelling allowances and expenses" [4]

The authority however, by which the boards govern their colleges, is determined by the terms of the Corporations Act, the provisions of the Crown Employees Collective Bargaining Act, 1972, and the terms of reference in Ontario Regulation 268/65 with subsequent amendments included in Revised Regulation of Ontario (R.R.O.) 169, 1970, and the amendment in Ontario Regulation 506/72.

GOVERNING RESPONSIBILITIES OF BOARDS OF GOVERNORS

Certain governing responsibilities for boards of governors as were outlined in the Acts and Regulations pertaining to the Acts, were conditional subject to approval of higher authorities on one or more of three levels:

(a) Direct Responsibility of the Council of Regents

(1) Selection of the time and place of the first meeting of the board, O/Reg 268/65 Sec. 3(7) and R.R.O. 169/70, Sec. 2(3)

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4. Bill 153, An Act to Amend the Department of Education Act, 1965
Bill 98, The Department of Colleges and Universities, Act, 1971
Bill 27, The Ministry of Colleges and Universities Act, 1972, and
Bill 189, The Ministry of Colleges and Universities Amended Act,

(2) Appointment of the employer representative in negotiations conducted within the provisions of the Crown Employees Collective Bargaining Act, Bill 189, 1971, Sec. 2(3)

(b) Subject to the Approval of the Minister on the Recommendation of the Council of Regents, all submissions from the boards relating to the following:

(1) Educational programs, O/Reg. 268/65, Sec. 4(2), and R.R.O. 169/70, Sec. 4(2)

(2) New educational programs, O/Reg. 268/65, Sec. 7(1) (2) (3)

(3) The selection of the site or sites for the college, O/Reg. 268/65, Sec. 5 and O.R.R. 169/70, Sec. 5

(4) The multi-year plan containing such data and in such a format as the Council may require including an estimate of the operating and capital costs of the board of governors for its next ensuing fiscal, O/Reg. 506/72, Sec. 6(2), (3)

(5) The terms and conditions of employment including salaries and wage rates of administrative, teaching and non-teaching personnel, O/Reg. 268/65, Sec. 6(1), and R.R.O. 169/70, Sec. 6(4)

(6) Annual publications and calendars including admission requirements and fees, O/Reg. 268/65, Sec. 6(4), and R.R.O. 169/70, Sec. 6 (1)

(7) Certificates and diplomas, O/Reg. 268/65, Sec. 12, and R.R.O. 169/70, Sec. 12

(c) Subject to the Approval of the Minister, all submissions from boards relating to the following:

(1) Building plans and specifications, O/Reg. 268/65, Sec. 4(5), (6), and R.R.O. 169/70, Sec. 4(7)

(2) Awarding the construction contract, O/Reg. 268/65, Sec. 4(7), and R.R.O. 169/70, Sec. 4(7)

(3) Estimates of its operating and capital costs next ensuing fiscal year, O/Reg. 268/65, Sec.

6(2), and R.R.O. 169/70, Sec. 6(2) (Revoked by O/Reg. 506/72).

(4) Auditing financial statement for the preceding fiscal year, O/Reg. 268/65, Sec. 6(5), and R.R.O. 169/70, Sec. 6(5).

(5) Programs of instruction leading to a certificate or diploma, O/Reg. 268/65, Sec. 8, and R.R.O. 169/70, Sec. 8.

(6) Agreements with any organization representing one or more branches of industry or commerce or with any professional organization, Bill 153, Sec. 14a(4) and Bill 98, 1971, Sec. 6(4).

(7) Agreement with a university for the establishment, maintenance and conduct by the university in the college of programs of instruction leading to degrees, certificates, or diplomas awarded by the university, Bill 153, 1965, Sec. 14a (5), and Bill 98, 1971, Sec. 6(5)

(8) Capital expenditures, Bill 98, 1971, Sec. 5.

Several of these responsibilities have been delegated temporarily to the boards or to the Council of Regents. Discussions with the Presidents concerning the responsibilities of Boards of Governors as they relate to the President brought several responses. One President perhaps with tongue in cheek said, that he has told his Board on more than one occasion that,

> "their main job is to fire the President. Their first job is to hire a President and as soon as they lose faith in him, it is their responsibility to fire him." [5]

He went on to say, in a serious vein,

> "Their (Board Members) main function is to bring the recommendations (President's) to the test of common sense, insisting that they get as much information as possible on what is happening in the financial area, the academic area, and the student area, so that they can interpret the college to the public. Their interval role is to make sure that what we are doing makes sense and will be useful, and that society is getting its money out of what we are doing. It is very hard to say what machinery best accomplishes this."

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5 Transcript and Tape No. 12

INFORMATIONAL BOOKLET FOR BOARDS OF GOVERNORS

Realizing that, in the early stages, boards of governors would require direction, the Council of Regents, requested the Technological and Trades Training Branch of the Department of Education, ~~later, Training Branch of the Department of Education,~~ later renamed the Applied Arts and Technology Branch to prepare informational pamphlets.[6] These pamphlets were revised later and combined into one booklet under the title of 'Information for Boards of Governors of Colleges of Applied Arts and Technology', dated December 1966.

The Council of Regents Newsletter No. 2 dated December, 1966, prepared by the Executive-Secretary, contained the folowing item concerning this booklet: ~~Information for Boards of Governors of Colleges of Applied Arts and Technology~~:

> "A revised and approved booklet with the above title will be circulated to all Board members in the near future.
>
> "It will replace the documents entitled:
>
> (1) Colleges of Applied Arts and Technology in Ontario for the information of the Ontario Council of Regents and Boards of Governors
>
> (2) Guide Lines on Organization prepared for the Boards of Governors of a college.
>
> (3) Special Guide Lines for Boards of Governors - Steps involved in establishing permanent college buildings
>
> "In order to avoid confusion in the future, the three earlier draft documents should be destroyed."

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6. Council of Regents Minutes 1st, 5th and 10th meetings, dated Feb. 3 & 4, 1966, May 26 & 27, and Dec. 6 & 7, 1966

The publication as circulated to all members of boards of governors contained the charts, typical programs which might be offered, and definitions. ~~to which~~ Reference was made to these in a previous chapter, and in addition, the booklet summarized the basic college concepts envisaged by members of the Council and Branch such as

1. What is a College of Applied Arts and Technology?

   "It is a post-secondary educational institution established to provide opportunities for youth and adults to continue their practical and formal education in a wide variety of fields in courses varying in length from a few weeks to three years."

2. Functions and Characteristics of Colleges of Applied Arts and Technology - Summarized from an address by the Honourable William G. Davis, Minister of Education

   One paragraph in particular under the heading refers to achieving status:

   "We must be clear about one thing. If the colleges are properly to fulfil their community function; if they are to operate in a unique role; if indeed, they are to achieve the status to which they are worthy they must establish themselves, not on a reputation as university extensions, but on their function as 'community colleges' of the broadest possible type. Their image must be one of a college that is supplying a well-established need, both academic and vocational, within the Province."

   The Council inserted this paragraph to reinforce the Ontario concept of a community college because there was some evidence that a few members of boards of governors saw their colleges becoming university transfer institutions.

3. Sources of Potential Students

   Three sources were suggested:

   1. Students who complete Grade 12, but who do not go on to Grade 13 and university,
   2. Out-of-School Youth, and
   3. Mature Adults.

   In discussing the first group it was noted that of every 100 students entering grade 9 in 1960, 57 reached grade 12 in 1963, but only 19 of these earned the grade 13 Honour Graduation Diploma in 1965, and of these only 13 intended to enter university leaving a potential college source of 40 plus students who may have graduated at the grade 12 level but did not proceed beyond the

secondary school. This statistic suggests a potential of over 40 per cent of secondary school entrants may have an interest in some form of continuing education beyond grade 12, but not at university.

In the second group, Out-of-School Youth, it was reasoned that

"students who leave secondary school before graduation from any program often find, after a very short time, that further training is necessary. These students would, undoubtedly require make-up courses in the college setting before they would qualify for college programs of their choice."

It was suggested that the

"Admission of mature students should be determined mainly by their potential rather than by earlier school standing only.

"Special attention should be given to these part-time and full-time students through re-training and upgrading programs in academic and vocational areas."

4. Selection of Programs of Instruction

"Initially the Board should make an immediate survey to see which of those established courses which have already proved their worth (in Institutes of Technology or Vocational Centres) could be usefully offered in the fall of 1967. Details of these courses can be obtained from the Applied Arts and Technology Branch of the Department of Education.

"After the College is in operation, new programs of instruction may be initiated by technical and professional associations and/or by representations from business, industry and advisory committees through the Boards of Governors for the consideration of the Council of Regents in accordance with sub-section 7 of the Regulations."

"Ultimately the education program (educational specification) for a college will be identified by the Board of Governors in accordance with sub-section 4(1) of the Regulations." (see the next section)

5. Steps Involved in Establishing Permanent College Buildings

Sub-section 4(1) of the Regulations states:

"Upon assuming office a Board of Governors shall make a study of post-secondary and adult education needs of the areas for

"which the college has been established and shall, as soon as possible after the first meeting of the Board of Governors, submit for approval to the Council of Regents, a report containing specific recommendations concerning the proposed educational program."

Proposed Educational Program

"The term 'Proposed Educational Program' in-includes plans for buildings, programs of instruction and supporting activities. This proposal should be directed to the Council of Regents and should contain such information as the following:

(a) Current enrolment statistics, in terms of percentages of male and female students, in such areas

- Grades 11 and 12 of the secondary schools in the college areas (see page 17 Basic Documents);
- In adult education such as advanced technical, business extension, etc. in the college area;

(b) A five year projection for each division of the college; (technical, business, applied arts, etc.)

(c) Details of the proposed programs of instruction to be offered;

(d) Size of classes for programs of different types;

(e) The Mix of Teaching Methods: - Lecture; tutorial; laboratory; closed or open circuit educational television; individual study; - ime requirements for the various courses in the classroom, library, lecture, theatre, laboratory, or specialized areas of instruction;

(f) Expected extra curricular student activities and services;

(g) Physical education programs;

(h) Cafeteria needs, meals - customer potential - use by the community;

(i) Use of facilities during the evening - by students or for other community activities;

(j) Staff needs - administrative; teaching; non-teaching; probable percentage of male and female;

(k) Special accommodation needs, such as career counselling services for college or community; library; bookstore; health centre, etc.;

(l) Preliminary forecast of capital costs to build and equip the college.

Approval

"The information provided in the proposal will be studied by the Council of Regents and its recommendations will be made to the Minister. Final approval is the prerogative of the Minister.

The Architect

"Not until the Minister has approved the proposal should the Board employ an architect, but once the approval has been given, the Board may proceed to engage the services of a firm of architects.

The architect so employed shall prepare sketch plans of the college building based upon the approved proposal and make an estimate of the cost of the construction of the building.

Sketch Plans

"The sketch plans as prepared by the architect and the estimate of the cost of construction shall be submitted by the Board of Governors to the Minister for approval. Approval of sanitary facilities is made by the Department of Health.

Tenders

"Where the Minister approves the final plans and specifications, the Board of Governors shall call for tenders for construction and subject to the approval of the Minister shall award the contract to the person who offers the lowest tender."

6. Admission Requirements

Under the heading of Admission Requirements, the qualifications contained in the Regulation pertaining to the Act were copied verbatum including,

"Subject to the conditions that will be outlined in the publications of the Board of Governors for each college",

any student who is a grade 12 graduate from any secondary school program or a grade 13 graduate, or is nineteen years of age on or before the date of commencement of classes, shall be admitted to an appropriate program of instruction in a college.

In this section, an "appropriate program of instruction" was defined in the following terms:

"A three-year program in any Division for a student graduating from the fourth year of a five-year High School Program with a 60% average or better in the mathematical, scientific, English and Social Science

"courses; or a graduate of a four-year High School program with a 75% average or better in the Mathematical, Scientific, English and Social Science courses.

"A one- or two-year program in any Division for a student graduating from the fourth year of a four-year High School program.

"An academic up-grading program for youths and adults whose present formal qualifications do not meet the standards listed below.

"An up-grading program for youths and adults who may wish to obtain equivalent University entrance standing.

"A special entrance qualifying examination may be given to a deserving applicant who lacks the formal qualifications for any program.

"Counselling and career planning services should be provided to assist applicants in choosing the appropriate program of instruction."

7. Faculty Qualifications and Recruitment

The availability of suitably qualified teaching staff had been questioned in the press and by educators. In order to give some direction to boards of governors in the engaging of teaching staff a section on Faculty Qualifications and Recruitment was included in the booklet as follows:

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nlue

For 3-year Courses

"These are university level curricula stressing theory much more than hand skills. Instructors, therefore, must have a knowledge in depth of the subject matter they teach, as well as its practical aspects. Consequently, Boards should aim to employ individuals who possess a Master's Degree plus some experience in the field. One of the sources for such applicants is the graduate schools of the universities.

"The usual minimum qualifications for teachers of 3-year courses are graduates from a 4-year honour or professional degree course or equivalent standing, such as P.Eng. plus at least two years of practical experience.

For 2-year Courses and Courses of shorter duration

ence

"These courses tend to stress the practical rather than the theoretical, and instructors with somewhat lower qualifications but more practical experience may be engaged such as

Graduates of a 3-year university course with acceptable experience,

Graduates of a P.Eng., or C.A. course with acceptable experience,

Graduates of a 3-year Institute of Technology or College of Applied Arts and Technology with acceptable experience,

Such personnel may be obtained from the professions, from business or from industry.

For Part-time Instructors

"Often it is advantageous to employ on a part-time basis, persons who are retired or who are presently employed in industry or commerce."

8. Additional Information

The next section in the booklet, Additional Information on the Act and Regulations, was a revision of a previously circulated pamphlet under the title of Guidelines on Organization Prepared for the Board of Governors of a College. Since nearly all the boards of governors were now operational, the Council of Regents decided to delete several sections from the original pamphlet. These are added at the end of this section to complete the records.

The items in this section are as follows:

Jurisdiction

"The Board of Governors of a College area is responsible for the educational needs (within the terms of reference of the Act) of the whole area - not just one municipality. It should, therefore, at one of its early meetings study the briefs on Colleges of Applied Arts and Technology which have been prepared by the municipalities within the area. Meetings should be held in various sections of the area to listen to delegations from interested municipalities and individuals.

Name of a College

"One of the first duties of a Board of Governors is to recommend a name for the college to the Council of Regents. Once the name has been approved by the Minister and the Lieutenant-Governor-in-Council, the Board becomes an incorporated body and may proceed to organize the college.

"The Chairman should send to the Council:

1. The name of the College
2. The official address
3. The name of the signing officers (3 or 4 members of the Board)
4. The Branch of the Bank selected by the Board.

Standing Committees

"The Board may appoint as many standing or ad hoc committees as it wishes, but initially the Council of Regents recommends that there be only two committees:

1. "Finance, Property and Administration Committee - which will deal with matters external to the actual operation of the college - rental of temporary accommodation; alterations and repairs to such accommodation; permanent building site and building plans (see special guidelines) financial matters including the preparation of the budget; property care and maintenance; resolutions to be forwarded to the Council of Regents; college publications and other forms of publicity.

2. "Faculty and Student Affairs Committee - which would be responsible for matters concerned with the internal operation of a college, appointment of a President and of other members of the administration, teaching and non-teaching staffs; organization of the staffs; surveys of educational needs; program of studies; relations with the faculty association; student affairs and student organizations; advertisements, etc."

Preparation of Estimates or Budget

(a) "Once the college has been officially named the Board will receive an accountable grant of $50,000 with which to commence the organization of the college. Additional accountable advances may be provided if needed until the end of the fiscal year during which the college was authorized.

(b) "The fiscal year commences on April 1 and during the ensuing fiscal year, the college will operate on a temporary type of budget. Forms will be supplied on which to submit this budget.

(c) "Since by the next ensuing year a Board will have had considerable experience in the operation of a college and will know more about its future plans, a detailed budget will be required on forms to be provided. This must be submitted not later than the first day of September each year.

(d) "Estimates must be submitted in two sections: (1) Operating Expenditure, and (2) Capital Expenditures. The estimates must include the estimated surplus or deficit for the current year.

(e) "Budgets for both Capital and Operating Expenditures are processed through the Council of Regents for consideration by the Minister."

Student Fees

"A Board of Governors is required to charge instructional fees approved by the Minister upon the recommendation of the Council of Regents. Student activity fees may be added at the discretion of the local board."

Annual Calendar

"A Board is required to produce annually a publication outlining: the programs of instruction to be offered during the ensuing academic year; the admission requirements; the fees for each course and the number of students to be admitted to each course. The calendar should also contain additional information pertaining to the operation of the local college.

"All information on the program of studies to be offered, the admission requirements and the fees to be charged, must have had the prior approval of the Minister upon the recommendation of the Council of Regents. Approval should be processed through the Council of Regents."

Length of Semesters, Holidays, etc.

"The Council of Regents strongly recommends that the Boards of Governors use uniform starting dates, length of semesters, holidays, titles of officials and titles of divisions of instruction (technology, business and applied arts); and that the colleges' own local regulations have a reasonable consistency with the regulations established by other local boards."

Tri-mester System

"The Council of Regents recommends that the Colleges as soon as possible adopt the tri-mester system.

The suggested semesters are

(a) Fall semester - from the first Tuesday after Labour Day for a period of 15 weeks,

(b) Winter semester - from the third of January for a period of 15 weeks,

(c) Summer semester - from the second Monday in May for a period of 15 weeks."

Organizational Charts

"Boards of Governors are requested to submit their Organizational charts to the Council of Regents for approval." (See classifications for administrative personnel.)

Transfer of Credit

A Board should make every effort to establish a means whereby worthy graduates can transfer from one course to another course and receive credit for the work they have previously covered.

Travelling Expenses (See Clause 11 of the Regulations).

Indent

"The approved allowances for authorized travelling expenses are hotel accommodation, meals and economy air fares or car mileage. Allowances should conform to the rates authorized by the government for the Ontario Civil Service."

Some of the items deleted from the original document for reasons as previously stated, are

1. Functions of the Board

   "It is important that a Board of Governors for a College of Applied Arts and Technology concern itself almost solely with matters of policy. Details of administration should be left to the President, who is the chief executive officer of the Board, and his staff."

   Although left out of the December 1966 phamphlet, the Council of Regents, nearly six years later, apparently found it necessary to restate the functions of a board in its third publication, Guidelines for Governors, Colleges of Applied Arts and Technology, August, 1972.

2. Organization of a Board

   "(a) Elected Officials

   1. Chairman - elected annually
   2. Vice-Chairman - elected annually

   "(b) Appointed Officials

   1. Secretary - Treasurer who may, in addition, be the Business Administrator of the Board. The Secretary-Treasury shall keep minutes of each meeting and such other records as are required by the Board and by the Council of Regents.
   2. Legal Counsel
   3. Auditor - to be appointed annually
   4. Signing Officers

   "(c) Banking and Bonding Arrangements."

3. Order in Which Responsibility For The Establishment of a College Should Be Carried Out

   "(a) Immediate Plans

   Selection of the basic courses to be offered immediately; securing of temporary accommodation to house these courses and the renovation of that accommodation

   "(b) Long-range Plans

   Survey of the educational needs of the area; selection of the courses to be offered in the permanent accommodation; pre-

"paration of plans for a permanent building (see special guidelines)

" All proposals regarding programs of instruction must be submitted to the Council of Regents for the Minister's approval."

4. Order in Which the Administration, Teaching and Non-Teaching Staffs Should Be Appointed

"(a) Initial Phase

1. President (or an Acting Director for a limited period of time) The President may be drawn from the educational, business or industrial communities.
2. Business Administrator - who might at the outset function as Bursar and Purchasing Agent
3. Registrar - who might also double as counsellor
4. Legal Counsel
5. Masters for the initial courses to be offered
6. Clerical assistants
7. Maintenance staff

"(b) Intermediate Phase

1. Administrator(s) of one or more divisions (Technology, Technical, Business or Applied Arts, etc.) In most cases not more than two appointments would be made initially
2. Department heads where required
3. Additional clerical staff including a bursar

"(c) Final Phase (justified by enrolment)

1. Completion of administration staff
2. Completion of business and clerical staff, teaching staff and maintenance staff."

5. Audited Statement

"A Board of Governors shall not later than June 30 of each year submit to the Minister through the Council of Regents an audited statement for the preceding fiscal year."

6. Salaries

"According to the Regulations 'a Board of Governors shall appoint (personnel) at a salary and wage rate

"and according to the terms and conditions established by the Council of Regents and approved by the Minister. Salary schedules will be supplied to the Board by the Council of Regents. Standard contract forms will be also supplied."

7. Introduction of New Educational Programs

"A Board may at any time apply to the Council of Regents for permission to operate a new educational program. Such an application should contain all the pertinent information - need, the length of proposed course, the costs involved and an estimate of the employment opportunities for the graduates.

As in the case of all programs of instruction, the Minister must give his final approval before the course can be offered.

The Applied Arts and Technology Branch of the Department of Education has prepared a number of pamphlets outlining a number of courses which may be considered and adopted by a Board".

8. Certificates and Diplomas

"Diplomas are awarded to successful graduates of three-year (six semester) courses; certificates are awarded to graduates of courses of shorter duration.

The Minister awards the regular certificates and diplomas upon the recommendation of the Board of Governors and the Council of Regents, but where no certificate or diploma has been established, the Board itself may issue a certificate of standing."

9. University Courses

"Under special circumstances and subject to the prior approval of the Minister, a Board of Governors may enter into an agreement with a university for the establishment of university programs of study at a college in accordance with section 5 of the Act to Amend the Department of Education Act, 1965."

10. Advisory Committees

"A Board of Governors may appoint an advisory committee for each division of a college (technical, business, applied arts, etc.) and ad hoc advisory committees as the need arises. These committees concern themselves with existing programs of instruction or the introduction of new programs of instruction. They report directly to the Board."

11. Special Agreements With Organizations

"Again, subject to the approval of the Minister, a Board may enter into an agreement with an organization representing one or more branches of industry or commerce or with any professional organization for programs of instruction."

With these self-instruction manuals and with counsel from members of the Applied Arts and Technology Branch acting as liaison officers, the boards quickly established an administrative structure and proceeded to function effectively in their respective areas.

In referring to Boards of Governors, a former President made the following observation, an observation to which all those involved in the college development would have subscribed:

"What always amazed me were the people on the Boards of Governors in the colleges. In no way could you have bought that talent. They served under great difficulties. Every Board had a collection of valuable talent from the community, persons who were dedicated and enthusiastic. They gave long hours to their colleges. Without that, these colleges would never have got off the ground for at least five years." [7]

Another former President, in an interview, said:

"We had a fine group of men and women forming the Board of Governors. Without exception they were people of wide experience, people who were leaders in the community and who were used to delegating responsibilities to others. They left the details of the operation of the college entirely to me. In turn I undertook to keep them fully informed of any matters which were apt to become controversial. I leaned on them in many instances for advice. I felt I always had their full support in any actions I took on behalf of the college, and while I did make mistakes as I guess anyone does in those circumstances I was always able to count on the full support of the Board." [8]

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7. Transcript and Tape No. 17

8. Transcript and Tape No. 18

A STUDY FOR THE GUIDANCE OF GOVERNORS OF COLLEGES

In the following year, the Council of Regents asked the Ontario Institute for Studies in Education to prepare guidelines for area surveys with respect to establishing colleges. The Institute's report,

> "A Study for the Guidance of the Governors of Colleges of Applied Arts and Technology, 1968, proposed general guidelines and listed criteria 'by which a community's suitability and need for a college may be judged.' "

The Report suggested that

> "Although the CAATS in Ontario differ in some ways from community and junior colleges in the U.S.A. and elsewhere in Canada, they do share certain features and CAAT administrators will learn much by studying American models and their history."

The Study covered the following topics:

(a) establishment of a CAAT stating that the enrolment is a function of many factors ranging from total population in the college area to the per capita and family incomes;

(b) site location and facilities pointing out the importance of the location and stating that "the college location might well be used as an urban renewal tool"; and adding the admonition to "scrutinize gift offers with care" because "some of our most disastrous decisions on public buildings have been a result of gifts of sites";

(c) adult education in the CAATS in which it was stressed that "adult education implies a respect for the purposes and integrity of the learner in contrast to attempts merely to instruct or even to cheat and exploit"; and

(d) curriculum development through which process "the community college must have an identity of its own, embracing features of many other educational institutions but enjoying a unique range of activity and freedom."

GUIDELINES FOR GOVERNORS OF COLLEGES

Four years later, with their preoccupancy involving staffing, selection of sites, programs of instruction, community needs, con-

struction difficulties and other urgent problems associated with new ventures, now history, the boards entered a period of introspection with attention focusing on the purpose of the board and its internal structure. After a period of significant accomplishments, now in the normal process of maturing, it was a time to devote to a review and assessment of its goals. The Council of Regents perhaps, sensing the boards' search for purpose, prepared its own Guidelines for Governors of Colleges of Applied Arts and Technology.

The first guidelines of 1966, prepared almost exclusively by members of the Applied Arts and Technology Branch (now the College Affairs Branch) was a factual and informational type of publication; the second in 1968, by the Ontario Institute for Studies in Education, consisted mainly of a philosophical approach to the development of colleges based in part on American experience. These two Council of Regents' publications as indicated by the key words in their titles, "information" and "study" respectively, had served their purposes.

The third publication as suggested by the word "guidelines" in its title was intended

> "to offer some general principles which, if applied with judgment and good will, should enable the individual governor to contribute his abilities and experience in a positive way which will lead to the growth and improvement of each individual college."[9]

Following the foreward from which the above quotation was taken, the first page summarized the general responsibilities of boards of governors under the heading of Four Points to Remember:

> "The main function of the board of governors is to establish goals and policies and to evaluate results, leaving administrative action to the president."
>
> "The board of governors should select, support and advise the president. The president should inform and advise the board and execute its policies."
>
> "The board of governors represents the community. Its members should keep community needs firmly in mind and ensure that the college meets those needs."

---

9. Guidelines for Governors of Colleges of Applied Arts and Technology, August, 1972, Ontario Council of Regents

"The board of governors should insist on maintenance of communications between all sectors of the college: the board, the president, the administration, the faculty, and especially the students."

In examining the various ways in which the boards of governors function, the Guidelines made some suggestions for consideration:

"many boards of governors function through standing committees, each responsible to the board for one or more areas of policy-making. Two committees are common in the boards of colleges of applied arts and technology:

(a) an Administrative Committee to deal with matters external to the strictly educational functions of college - physical facilities, finance and the maintenance of plant;

(b) an Operations Committee to be responsible for the internal operations of the college - appointment of faculty and staff, relations with faculty and student organizations, and the like.

"These committees may be supplemented or replaced by a Property Committee, a Finance Committee, a Faculty and Student Affairs Committee, or others if desired. Most, if not all, boards of governors have an Executive or Management Committee which may be empowered by the board to act on its behalf in certain clearly stated circumstances and for certain periods. The president is an ex-officio member of all board committees, whether ad hoc or standing.

"Some boards have no standing committees but merely call up ad hoc committees as the need arises. Probably the best arrangement is some intermediate position between the one extreme where all matters are brought to the full board only by committees, and the other where all matters are studied in detail by the entire board.

"Each board should give serious consideration to the matter whether its deliberations should be conducted in closed or open meetings.

"Closed meetings may appear to be efficient, since all matters can be discussed without reserve and most items of business can be resolved with dispatch. Nevertheless there is a trend toward open meetings of boards of all kinds where public funds are being administered, and each board of governors should give some thought to its position in light of this.

"The board may wish to invite any or all of the following groups to attend its sessions as observers: student representatives, faculty delegates, the news media, the general public. Such observers should, of course, be excluded when the board moves into committee for discussion of such matters as personalities and property transactions, in this way preserving confidentiality."

The Guidelines also dealt with many other responsibilities of boards of governors as "the corporation" whose members are trustees "charged with the judicious expenditure of public funds in providing educational opportunities such as

the setting of college goals ("the most fundamental responsibility facing the governors");

the establishment of priorities ("will enable the administration to proceed in an orderly fashion despite difficulties encountered along the way");

the formulation of policy ("should give the president a sense of direction without restricting use of his or her professional skills");

administrative action (expected from the president in carrying out the policies established by the board of governors in order to attain the predetermined college goals); and

evaluation and review of goals ("the last link in the cycle in the reporting function which the president must fulfill" so that "the relationship between the board and the president will develop in a positive way").

Before concluding this section, it should be recorded that the public acceptance enjoyed by the Ontario Colleges of Applied Arts and Technology to date has been due in great measure to the members of the boards of governors - "men and women of vision, dedication, strength and stature who collectively possessed diversity of experience and viewpoint which enabled them to represent the citizens of the area with confidence and respect."

The publication, Guidelines for Governors of Colleges of Applied Arts and Technology, from which copious quotations have been taken, contains numerous general principles derived from a review of experience over the previous six years of college administration. This information was offered by the Council of Regents in its advisory capacity for the information of members of boards of governors.

PROCEDURE FOR SEEKING APPROVAL OF BUILDING PLANS

Ontario Regulation 268/65 stated that the sketch and final plans for new buildings along with specifications and estimates of costs must have the approval of the Minister of Education. Since the procedures were not detailed in the Regulations, the Division

of School Planning and Building Research in the Department of Education was requested to give direction to the Boards of Governors who would be seeking approvals to proceed with the construction of buildings. In conjunction with the Applied Arts and Technology Branch, the Division prepared a set of guidelines [10] for distribution to the colleges.

In the introduction to this informative publication, it was explained that

> "The intent of this booklet is to acquaint local planners, Boards of Governors, administrators, standing committees, architects and other interested persons with the aspects of the regulations which pertain to the planning and construction of Colleges of Applied Arts and Technology and with the basic principals involved in planning such facilities. Material has been obtained from a wide variety of sources and condensed in outline form deliberately to serve as a ready reference, particularly for those individuals or groups who might be involved in the early stages of planning."

This booklet provided answers or references to questions relating to plans and specifications for temporary and for permanent buildings such as the following:

> "How does a planning group determine the educational programs and facilities needed in its district or area?
>
> "What facilities are needed to carry out the program and who prepares this information?
>
> "What kinds of information does the architect need to design a building effectively? Who prepares this information?
>
> "What factors are involved in site selection and master planning?
>
> "What general building design considerations should the board and planning groups be aware of?
>
> "What are the detailed facilities planning requirements to be considered?
>
> "What is the sequence of events in planning and constructing college facilities?
>
> "How can scheduling for all stages of the work be controlled?

---

10. Guidelines for Planning Colleges of Applied Arts and Technology including Approval Procedures, October 1967, revised and reprinted April 1968.

"What is the role of the architect and the various consultants, how are they appointed and what are their responsibilities?

"How is the program to be financed?

"How are the construction costs measured?

"What variables should be considered in estimating costs?

"In preparing a capital outlay budget for construction, what items should be included?

"How and in what ways can construction costs be kept down?

"Who calculates and controls costs for the building program?

"What approvals are necessary and what forms are required to obtain these?

"What are the terms and expressions used in this field of education?

"Where can additional information about facilities planning be obtained?"

The booklet also contains several informative charts that are included here as follows:

1. Structure of Organization - Shows the bodies involved in the creation and building of a college (Chart 1 page)
2. Area Map - the college areas in Ontario (chart 2 ~~Chapter 3~~, page)
3. Educational Flow Chart - qualifications from secondary school programs to the colleges (Chart 3 ~~Chapter 3~~, page)
4. Participation Chart - roles of various members of the team in the project (Chart 4, page)
5. Educational Area Breakdown - facilities required to accommodate various programs (Chart 5 page)
6. Site Analysis Plan (Chart 6, page)
7. Space and Circulation Patterns (Chart 7, page)
8. Space Relationship and Planning - relationships between various areas of the building (Chart 8, page)
9. Approvals - list of forms and approval authority (Chart 9, page)
10. Documents and Content - list of documents content and approvals (Chart 10, page)

Structure of Organization

Chart 1

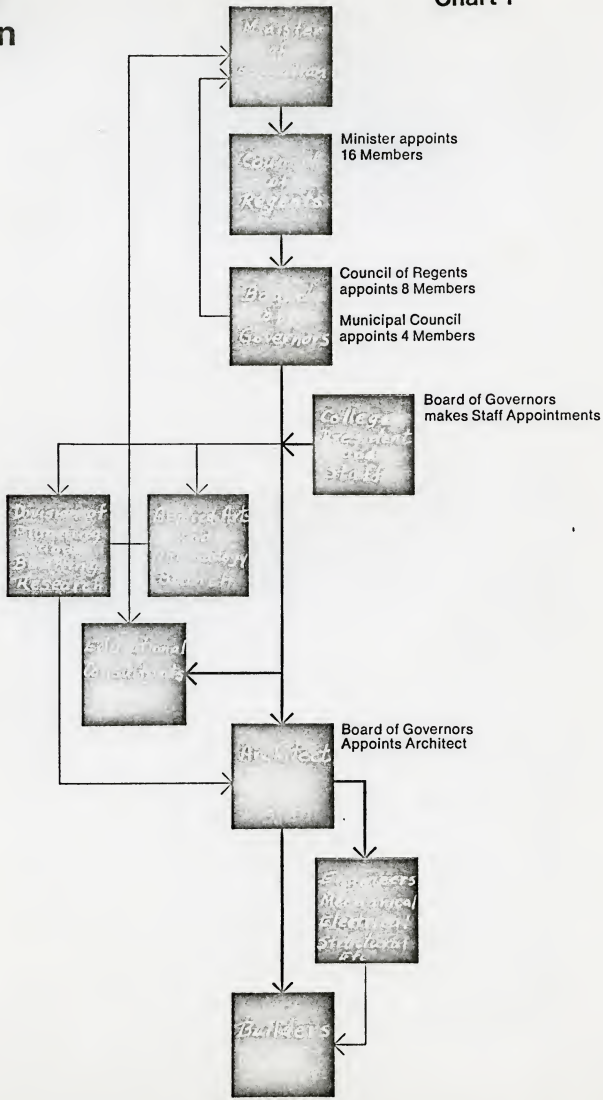
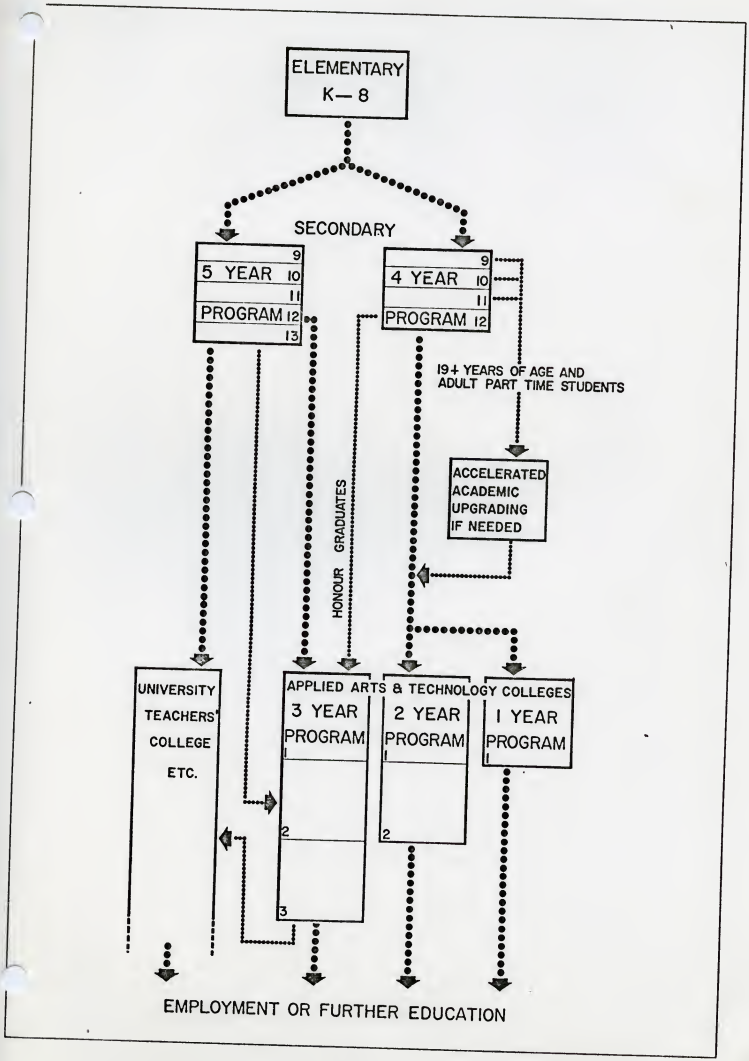


Chart 2

Educational Flow Chart

Chart 3



Participation Chart

Chart 4

Board of Governors

Study area needs:

Appoint president and senior staff

Appoint advisory committees for program requirements

Prepare educational program

Select and purchase site

Appoint architect

Call tenders

Award contract

Administer financing, etc.

Advisory Committees

General advice on college programs

College President & Senior Staff

Work with A.A. & T. staff members and educators on requirements

Provide detailed information on specific areas of college,labs., etc.

Educational Consultants

Advise on educational requirements

New educational methods

Educational planning

Applied Arts and Technology Branch

Available for consultation and advice at all stages

Division of School Planning & B.R.

Available for consultation and advice on the following:

- Researching similar facilities
- Educational consultants requirements
- Preparation of critical path program
- Preparation of plant specifications
- Construction cost factors

Consultants:
Quantity Surveyor
Structural
Mechanical
Electrical
Landscape, etc.

Prepare all necessary drawings, calculations, specifications, estimates in collaboration with architect

Architect

Study educational requirements:

Visit/research similar projects

Clarify requirements in conjunction with educational consultants

Building requirements in conjunction with structural, mechanical and electrical consultants

Prepare the following:

- Sketch plans and cost estimates
- selection of materials
- working drawings, specifications and cost estimates
- colour schemes, furniture, etc., as required
- Approvals from municipality, fire marshall, health department, etc.
- Supervision
- Change orders, etc.
- Payment certificates

Educational Areas

Chart 5

EDUCATIONAL AREAS
BREAKDOWN OF REQUIREMENTS

PRESENT and FUTURE ENROLMENT

PROGRAM SPACE REQUIREMENTS

	ENROLLMENT PRESENT DAY	ENROLLMENT PRESENT NIGHT	ENROLLMENT FUTURE DAY	ENROLLMENT FUTURE NIGHT	
DEPT. A (60–90)	60	30	90	100	APPLIED ARTS PROGRAM
DEPT B (35–85)	35	0	85	30	
DEPT. C (85–130)	85	30	130	120	
DEPT D (110–140)	110	60	140	150	
DEPT. E (80–120)	80	0	120	50	
5 2 5 1 5 4 6 2 TOTAL	370	120	565	450	
DEPT F (50–95)	50	30	95	120	TECHNOLOGY PROGRAM
DEPT. G (95–130)	95	30	130	150	
DEPT. H (90–140)	90	45	140	150	
DEPT I (65–105)	65	20	105	100	
2 7 4 0 2 6 3 1 TOTAL	300	125	470	520	
DEPT. J (80–140)	80	60	140	180	BUSINESS ADMIN. PRO.
DEPT K (65–115)	65	30	115	120	
2 0 6 1 2 0 4 1 TOTAL	145	90	255	300	
GRAND TOTAL	815	335	1290	1270	

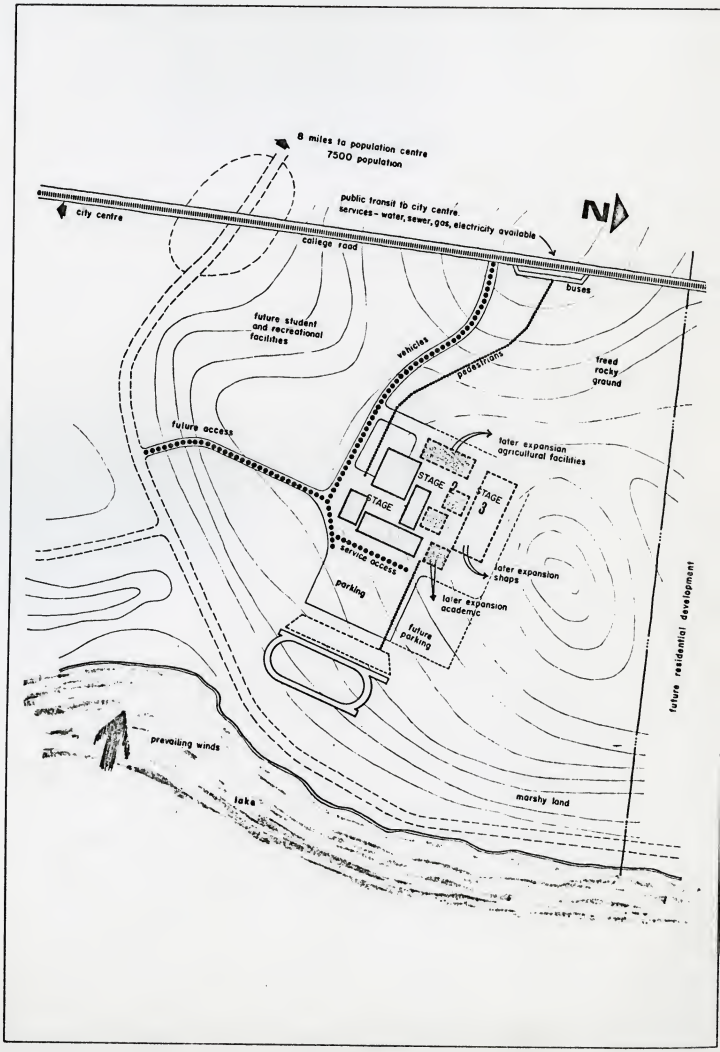
TOTAL SHARED PRESENT and FUTURE SPACE REQUIREMENTS

KEY TO AREA SYMBOLS

PRESENT	FUTURE			OCCUPANCY PRES.	OCCUPANCY FUT.
9	9	LABORATORY	GENERAL OFFICES	8	13
9	10	WORKSHOP	SINGLE STAFF OFFICES	5	7
15	13	CLASSROOM	SHARED STAFF OFFICES	10	20
2	4	ELECTRONIC TEACHING AREA	DINING AREA	250	600
1	2	LARGE LECTURE ROOM	AUDITORIUM		500
3	4	SMALL LECTURE ROOM	AUD / GYM		
12	12	SEMINAR ROOM	SINGLE GYMNASIUM		
1	3	SPECIAL TEACHING AREAS	DOUBLE GYMNASIUM		
		CENTRAL LIBRARY	DEPARTMENTAL LIBRARY		

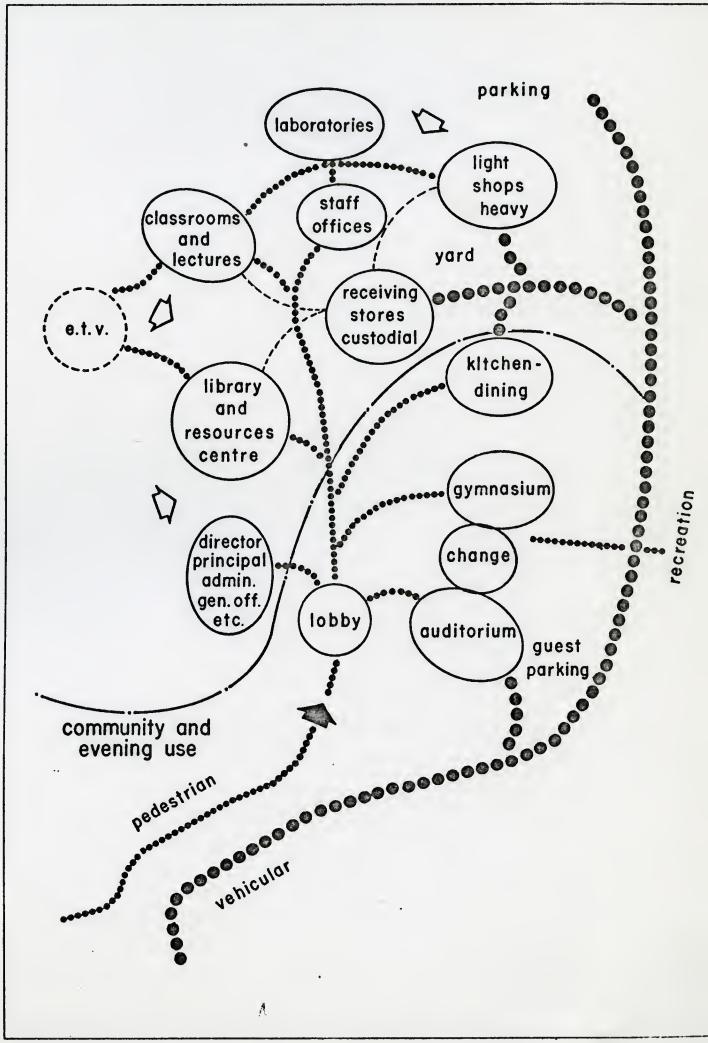
Site Analysis Plan

Chart C



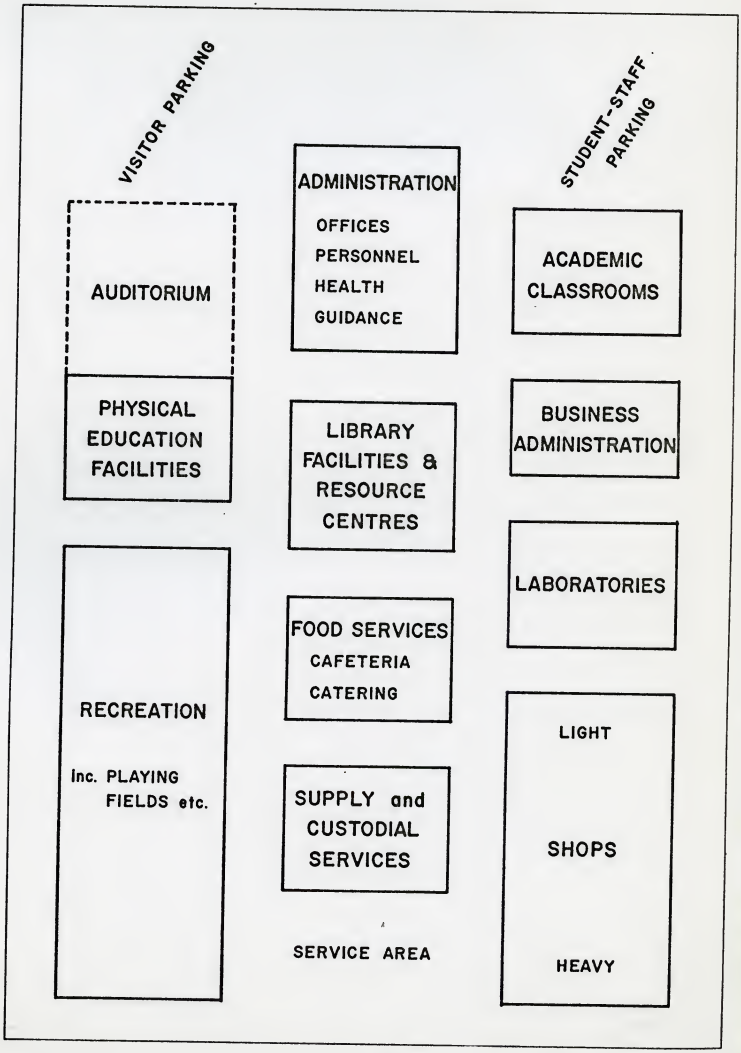
Space and Circulation Patterns

Chart



Space Relationships and Planning

Chart 8



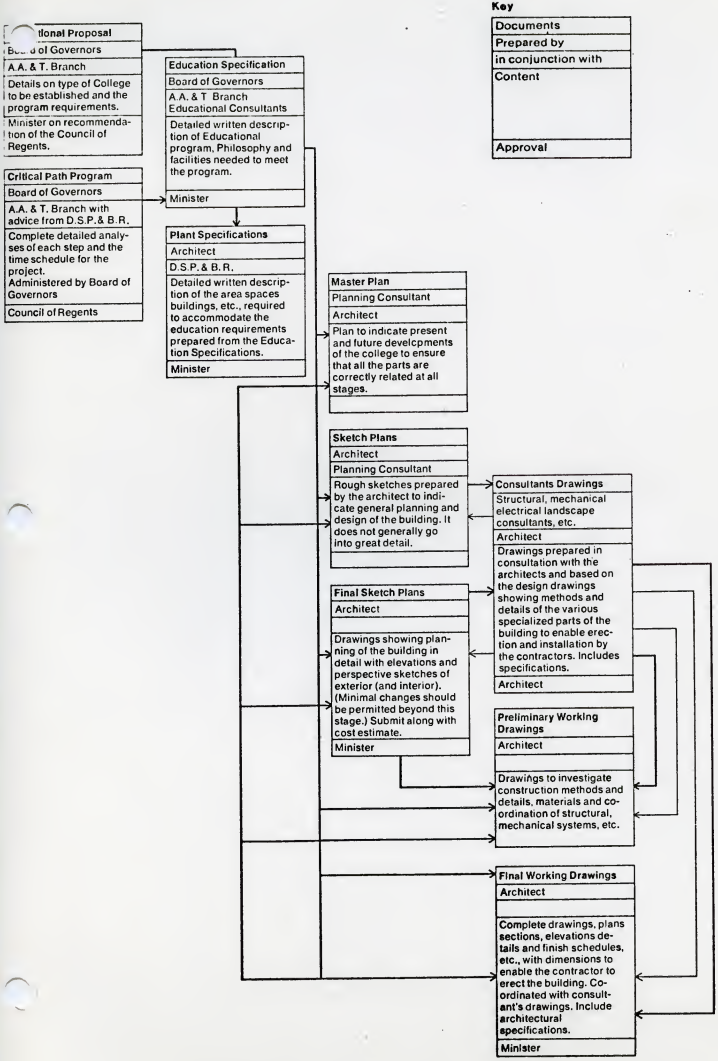
List of Approvals

Chart 9

FORMS TO BE USED		
CAAT 1 CAAT 2	APPROVAL IN PRINCIPLE	MINISTER OF EDUCATION
	FINAL APPRAISAL OF EDUCATION SPECS	A.A. & T. BRANCH D.S.P. & B.R.
	FINAL APPRAISAL OF PLANT SPECS	A.A. & T. BRANCH D.S.P. & B.R.
	APPROVAL TO PURCHASE LAND	MINISTER OF EDUCATION
	APPRAISAL OF ARCHITECT'S SKETCH DESIGN & ESTIMATE	BOARD OF GOVERNORS
CAAT 3	APPROVAL OF FINAL DESIGN DRAWINGS & ESTIMATE	MINISTER OF EDUCATION
CAAT 4	APPROVAL OF FINAL WORKING DRAWINGS & ESTIMATE	MINISTER OF EDUCATION
	APPROVAL BY MUNICIPALITY FIRE MARSHAL, DEPT. OF HEALTH, ETC.	THE ARCHITECT
CAAT 5	APPROVAL TO BUILD	MINISTER OF EDUCATION

Documents and Content

Chart 10



PART II

STOREFRONT CAMPUSES

Within 18 months of the first board of governors taking office and approximately a year after the first students entered colleges of applied arts and technology [Centennial in Scarborough and Lambton in Sarnia], Time magazine, in an article entitled, "Storefront Campuses" reviewed the accomplishments todate. In addition to wondering what effect the current "overdose of success"[11] would have on the colleges' search for identity the reporter spotlighted some of the developments that "typified the flexible, pragmatic approach of Ontario's new system of community colleges" [12] as follows:

> "This fall, all in one fell swoop, Ontario opened 15 Colleges of Applied Arts and Technology [in addition to two the previous year] in a dramatic effort to close what the Economic Council of Canada calls a long-standing gap in Canadian education - the need for broader and better post high school training outside of university.
>
> "In their first year, the Colleges, from Ottawa to the Lakehead, have already been filled to 96% of their capacity by 20,859 day and night students who are enrolled in job-oriented courses for up to three years.
>
> "The Colleges managed to recruit a teaching staff of 903, largely from business and industry, and are now wondering if success will kill them: where will staff and physical facilities come from when next year's expected freshman class will presumably double their enrolment?
>
> "Much of the attraction of the community colleges is that since they are so widely spread across Canada's most populous province, they are easily accessible to students with a Grade 12 diploma and to adults eager for job retraining.
>
> "The campuses, like everything else about the CAATS, show the marks of improvisation. Barrie's Georgian College moved into a block of empty stores in a new shopping plaza, North York's Seneca College inhabits an abandoned warehouse, and Hamilton's Mohawk College took over a former hosiery factory."

---

11. Time Magazine, November 17, 1967

12. Ibid

In addition to those colleges mentioned above, others found temporary quarters in vacant schools or classrooms in schools (Confederation, St. Lawrence, Loyalist, Lambton, Cambrian, Sheridan, Northern, Canadore), in pre-engineered temporary buildings (Durham, Humber, Conestoga), in vacant industrial buildings (Sir Sandford Fleming, Centennial), in a hotel (Niagara) and in existing technical institutes (Algonquin, Fanshawe, St. Clair, Mohawk, George Brown, Sault) and in several cases combinations of the above.

Continuing from the Time Magazine article:

> "University critics fear that the colleges may become too community-oriented, and not pay enough attention to the academic qualifications of their staff or to setting a common high standard before they dispense diplomas.
>
> "Ontario Education Minister Bill Davis' answer to that is that the colleges need not be academic deadends, in fact may inspire some students to go on to university who otherwise would have gone straight into the labour force after high school.
>
> "Whatever their status now, the new storefront campuses could come to dominate Ontario's system of higher education." [13]

UNIQUE FEATURES

> "A revolutionary manifesto has been written as a future guideline for Ontario's community colleges.
>
> "It is a unique document: one that promises to change Ontario's stodgy, rigid and inflexible educational system." [14]

So wrote Warren Gerard in the Globe and Mail, March 25, 1967, after an interview in which the document, 'The Unique Features of Colleges of Applied Arts and Technology,' was discussed.

The question of a stated philosophy for the colleges of applied arts and technology was discussed several times in the early meetings of the Council of Regents resulting in a suggestion from the Student and Faculty Affairs Committee to the Council at the September 13, 1966 meeting to the effect

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13. Ibid.

14. Aims Set For Community Colleges, Globe and Mail, March 25, 1967

> "that the Council of Regents devote a special meeting to discuss the philosophy of Colleges of Applied Arts and Technology, with Dean Smyth's report to serve as the basis of discussion." [15]

At this meeting the Technological and Trades Training Branch was asked to prepare a position paper on the philosophy for the consideration of the Council. This request was referred to the Curriculum and Supervision Division of the Branch and a preliminary draft [16] was prepared. On being reviewed by the Faculty and Student Affairs Committee of the Council, it was considered too voluminous for circulation and the Branch was asked to

> "bring to the Council of Regents at the February 1967 meeting a comprehensive statement of its views outlining the principles and developing plans for curriculum, organization of programs and methods of instruction and staffing in the new colleges to bring out the ways in which the new colleges will differ by September 1968 from existing Institutes of Technology and Trade Centres." [17]

As a result of this request, the draft copy of the Philosophy was summarized and re-named, 'Some Unique Features of Colleges of Applied Arts and Technology.' This revised document was presented to the Council on February 23, 1967 as an interim report and, according to the minutes of the meeting was referred to the Student and Faculty Affairs Committee of the Council for "further changes and suggestions" if necessary and for consideration at the next meeting of the Council.

In the interval, the Chairman of the Committee and the Curriculum and Supervision Superintendent of the Applied Arts and Technology Branch met as a sub-committee to further refine the document. The first two sections are as follows:

> "In every new venture, there must be a vision of the future, a vision which enables the pioneer to project his thoughts and ideals beyond the arduous first steps. Where goals are clear and high, progress is sure and sound.

---

15. Minutes of the Seventh Meeting of the Ontario Council of Regents
16. Colleges of Applied Arts and Technology: A Philosphy, first draft, December 1966
17. Minutes of tenth meeting, Ontario Council of Regents, December 6 and 7, 1966

"The document which follows, SOME UNIQUE FEATURES, is an attempt by a group of competent persons to give shape to their views of colleges as the years unfold.

"It is not intended to provide an immediate blueprint but rather a goal towards which the new institutions should aim. Some of the suggestions readily lend themselves to immediate implementation; others must await the opportune moment.

"If the COLLEGES OF APPLIED ARTS AND TECHNOLOGY in Ontario are to establish social identity, they must be based on four principles:

1. they must embrace total education, vocational, and avocational, regardless of formal entrance qualifications, with provision for complete vertical and horizontal mobility;
2. they must develop curricula that meet the combined cultural aspirations and occupational needs of the student;
3. they must operate in the closest possible cooperation with business and industry, and with social and other public agencies, including education, to ensure that curricula are at all times abreast, if not in advance of the changing requirements of a technological society;
4. they must be dedicated to progress, through constant research, not only in curricula but in pedagogical technique and in administration.

From these four principles, a number of recommendations emerge."

The first three paragraphs, added as an introduction, were composed by Dr. G. Maher, Chairman of the Student and Faculty Affairs Committee of the Council of Regents, and the four principles by Mr. W. V. Whatton, a Curriculum Coordinator in the Applied Arts and Technology Branch of the Department of Education who was the chairman of the Branch Committee that prepared the original document on the Philosophy.

The recommendations that emerged from the four principles dealt with

Boards of Governors and Advisory Committee,
The Role of the College,
Educational Service Council,
Curriculum and College Committees,
Counselling Services,
A New Dimension in Education,
The Community Resource Centre,
Professional Development of Faculty,
Student Assessment,
Curriculum Conferences,
Upgrading and Enrichment Programs.

The full text of 'Some Unique Features of Colleges of Applied Arts and Technology', dated February, 1967, is included in, Basic Documents, dated June 1967, published by the Information Branch of the Department of Education.

Warren Gerard's article, the first two sentences of which were quoted at the beginning of the section, continues as follows:

> "If it [Future Guideline] is followed, community colleges will outflank the traditions of the secondary school and university systems, and something new will have been created.
>
> "The recommendations include new approaches to teacher education, individual counselling, close student-faculty relations, modern education methods and most important - an up-to-date philosophical approach whose central message is innovation.
>
> "The paper is called, Some Unique Features of Colleges of Applied Arts and Technology and it was prepared by the Applied Arts and Technology Branch of the Department of Education.
>
> "The document has been approved by the Council of Regents of the community colleges, and is being circulated among presidents and board chairmen of the colleges."

After reviewing the various recommendations the article finishes with

> "The aim should be standards rather than standardization; innovation rather than conformity."

After the article appeared in the newspaper, requests were received from all parts of Canada and over half the States in the American Union for copies. The many complimentary acknowledgements received by the Branch indicated that 'Unique Features' enhanced the image of the Ontario college concept in the minds of the public to a greater extent than any previous activity with the exception of the Minister's original announcement of the establishment of the colleges.

COLLEGES OF APPLIED ARTS AND TECHNOLOGY: A PHILOSOPHY

At the Council of Regents' meeting following the publication of 'Some Unique Features', the minutes included this item:

> "The Committee [having] approved of the principles set forth in the document, 'Some Unique Features of the Colleges', Mr. Craighead was asked to provide Committee Members with copies of the more comprehensive document as soon as possible." [18]

The comprehensive document to which the minutes referred was a booklet, 'Colleges of Applied Arts and Technology: A Philosophy', dated February 6, 1967. Although circulated as directed, it received little attention, being somewhat of an anticlimax to the abbreviated document, 'Some Unique Features'.

However, the first two sections of this comprehensive document are recorded to complete the records.

INTRODUCTION

"To achieve identity in a world that has been oriented towards the university for over a thousand years, a College of Applied Arts and Technology must be 'all things to all men', at least to all men - and women - who at some stage put the responsibility for their development into its keeping. Its philosophy, therefore, must be a philosophy of EDUCATION rather than one of just TRAINING, and its operation, at all levels, from the policy decisions of the local Board of Governors within the community to the students and the custodial staff of the college informed by that philosophy.

"Education, a continuing PROCESS, is concerned with the TOTAL INVOLVEMENT of the individual in a learning environment that will foster maximum personal growth; therefore, for community college, education involves a number of pretty sharply defined goals:

1. The Goal of Total Education:

   To provide, at minimal cost to the individual, for every man, woman or child, regardless of age, race, colour or creed, and regardless of formal prerequisites, and in an atmosphere of the free interchange of ideas, an opportunity to pursue his or her natural aptitudes and aspirations to their fullest extent, in order that maximum individual fulfilment and social stability may be achieved at a national and at an international level.

   Such a definition implies maximum flexibility within the college, including the greatest possible degree of vertical and/or horizontal transfer-mobility.

" 2. The Goal of Maximum Growth of the Individual:

The manpower situation notwithstanding; the student AS A PERSON is the prime - and in the long run, the most economical - consideration: the fullest possible development of the student as a responsible social unit is ultimately the answer to his success as an employee;

3. The Goal of Good Learning Environment:

The success of the college will depend on the creation of a proper adult learning environment, a process in which the whole community, of which the college with its students and its qualified staff are but a part, is involved.

"This process itself includes curriculum and course content; teacher education; counselling services, physical environment.

"It involves, further, the closest possible cooperation with business, industry, the professions and other public agencies - that is, the community - to ensure that curricula and other services keep constantly abreast of social change and social change; incredibly rapid in an age of technology demands a complete dedication, on the part of college and community, to innovation and experiment in all areas.

"Colleges of Applied Arts and Technology have been envisioned in Ontario with these goals in mind; they were conceived as institutions of higher learning located on the same rung of the educational ladder as the universities, catering alike to adults, though to adults with predispositions and abilities that differ widely from those of university students. To this end, four general divisions within the individual college were named: Business, Technology, Technical, and Applied Arts, with General Education Courses initially coming under the Applied Arts Division. These divisions might well proliferate in the future. And the fact cannot be stated too often that the principles that underlie successful education apply in ALL of these divisions: ... a positive, warm, supportive environment [that] helps learning and encourages the student to develop ... his unique capabilities to their fullest extent ... "

THE LEARNING ENVIRONMENT

"The success of a College of Applied Arts and Technology depends almost exclusively on a good learning environment. Two factors are involved:

1. teaching is not something one does TO a person; it is something one does WITH him, a strong interpersonal relationship;

" 2. students in a College of Applied Arts and Technology, from 18 to 80, are ADULTS and entitled to ADULT STATUS, with all the rights, privileges AND responsibilities of that status, including a new right: THE RIGHT TO AN ADULT LEARNING ENVIRONMENT.

"Recent sociological studies have established that the PROCESS OF LEARNING, that is, the emotional climate in which the learner works, is far more important than the CONTENT OF LEARNING (the subject matter). This means that the needs of the student, AS A PERSON must take precedence over his needs as an economic unit in an industrial complex, however important the latter may be. Similar studies, undertaken in American community colleges, define these needs as follows, and there is reason to doubt that such needs will vary considerably in Ontario:

(a) the younger-age student desires adult status, with all the rights and privileges of that status in our society;

(b) this student is entering what is probably the most critical period of his life, the period of vocational choice, changing family relationships marriage and so on. Aboee all, he is in search of identity; of status; of security.

"The key to the goals of both student and college probably rests in the concept of FREEDOM WITH RESPONSIBILITY which is the basis of the adult learning situation. Undoubtedly in such a heady atmosphere many students will vacillate between maturity and immaturity. This is to be expected. The important thing, however, is that the colleges recognize that their first responsibility is to assist the student to achieve full adulthood; their second to supply the tools with which to make that adulthood effective. There is no contradiction here: from a purely pragmatic point of view, the mature employee is inevitably the best employee, even if some degree of expertise is sacrificed in the process.

"Nor should the colleges be unmindful of the older student, the student who is, by statute, adult. Today, education and childhood are no longer synonymous. In an age in which more and more people are continuing their education beyond the traditionally accepted age, an adult learning environment becomes overwhelmingly important in post-secondary institutions, and to a greater extent than is perhaps realized, in secondary schools as well.

"A good adult learning environment may be recognized by certain characteristics, perhaps more correctly called freedoms with responsibilities:

- the freedom of decision and action;

- the freedom from that type of scholastic rule that is applied to juveniles;
- the freedom to be involved in policy and administrative decisions of the educational institution concerned;
- the freedom to develop an interdependent relationship with teachers and other students;
- the freedom of access to all courses of study;
- the freedom TO BE RESPONSIBLE FOR and to direct his own learning.

"The concept of adult learning environment involves a corollary, the concept of CONTINUOUS LEARNING. A College of Applied Arts and Technology should seek to foster in its students a love of learning and to provide opportunities for continuing learning through refresher courses in skills' areas and for post-graduate studies in others."

COUNCIL - BRANCH RELATIONSHIP

Perhaps it should be recorded here for historical purposes that the preparation and presentation of 'Some Unique Features' established a much better understanding between the Council of Regents and the Technological and Trades Training Branch. The February 1967 meeting of the Council, the meeting at which the draft copy of 'Some Unique Features' was presented by the Director of the Branch, was, in retrospect, a turning point in the Council-Branch relationship. Up to that date certain members of the Council seemed to reflect no confidence in the Branch as an advisory body on the development of the colleges, and as mentioned previously, some members of the Branch, it appeared, resented outsiders trespassing on the sacred precincts of the Department of Education.

From the February 1967 date, the Council and Branch changed from what appeared to be divergent paths to parallel or even convergent courses paths, and to a point where some newer board members were at a loss to distinguish Council members from Ministry representatives as indicated by the following quote from an interview some seven years later with a board member:

"They frequently travel together; they appear at conferences and seminars; they attend your Board meetings; they come together, they work together; and they are obviously very good friends.

"I am not saying there is anything wrong with this, but it makes it very difficult for the average Board member to determine where the Council fits in its relationship with the Ministry." [19]

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19. Transcript and Tape No. 29

PART III

STUDENT IDENTITIES

In an effort to establish a positive identity for the students, omit (~~both younger and older,~~) who were and would be seeking further post-secondary education in the colleges of applied arts and technology, various supporters of the college movement countered the negative references such as 'for dull clods' and 'not good enough to go to university' with assertions of an equality of a different kind'.

One such speaker in addressing the Hamilton-Niagara Regional Conference of the Ontario Headmasters' Council on November 1, 1966, on answering the question - What type of student should be encouraged to attend a college of applied arts and technology, is quoted as follows:

> "Regardless of whether we are referring to Institutes of Technology, Vocational Centres, Institutes of Trades, or Colleges of Applied Arts and Technology, let us not downgrade the Institute or College by suggesting that the programs are designed for students not good enough to go to university, but rather for those students interested in applying knowledge to the solution of specific problems in industry, in business, and in society." [20]

He continued the development of his thesis with the following:

> "An American Educational Psychologist classified intelligent activity into three kinds:
>
> Social Intelligence - the ability to get along with people,
>
> Concrete Intelligence - the ability to understand and deal with things that exist,
>
> Abstract Intelligence - the ability to understand and deal with symbols and theories.
>
> "I contend that, if the boy or girl seems to have an excess of abstract intelligence wishing to pursue learning for its own sake, this suggests a university course; but if he or she possesses an excess of concrete intelligence desiring to apply knowledge to the solution of specific problems, this suggests a more satisfying career in a college of applied arts and technology.
>
> "I submit that it is not a case of level of intelligence but rather the kind of intelligence that should determine the type of post-secondary education.

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20. Headmaster - Christmas Issue, 1966, and in part, Cornwall-Standard-Freeholder, August 7, 1968

"The promotion of a separate identity for these Colleges is one additional way in which the Headmasters can assist in creating post-secondary educational opportunities for young people.

"These colleges are for persons who prefer application-oriented courses, or for the young person who would not feel comfortable in a university program." [21]

And, some seven years after the first college was established, the President of Sir Sandford College of Applied Arts and Technology in a paper, 'Squirming Facts and Squamous Minds,' presented at a seminar on Post-Secondary Learning in Toronto, June 13, 1973, made the following points relating to students at the Ryerson Polytechnical Institute and the colleges of applied arts and technology:

"The new Institute's goal [Ryerson and later, also the Colleges] - as it developed over the years, was not to be the half-way house between high school and university that some people thought it ought to be. The aim was to provide an alternative path to post-secondary education for those whose abilities tended to the practical and concrete as opposed to the theoretical and abstract.

"In terms of traditional academic high school assessment, Ryerson students [also college] were hardly the cream of the crop; [but] placed in an environment which suited their particular capabilities, however, they did very well indeed.

"It is in fact ironic that many high school teachers took a dim view of Ryerson, - as some take a dim view of Colleges of Applied Arts and Technology today - because students whom they knew as dullards achieved very high ratings in the new institutions."

In answering a question relating to the assimilation of fee-paying students with students financially supported such as those under the Manpower Training Act, one President offered the following comments:

"Our experience has been that one cannot differentiate in quality between the students who come in under the Manpower Training Act and those who come in under some other kind of financial support.

"In fact I am of the opinion that the inclusion of Manpower students in a post-secondary program enhances the quality of the program. They are different kinds of people.

~~21. (Headmaster - Christmas Issue, 1966, and in part, Cornwall-Standard-Freeholder, August 7, 1968.)~~ Omit

21. Ibid

"I think there is a mutual advantage. The post-secondary students who come straight from high school bring with them a certain academic excellence which has a significant effect on the Manpower students who may have been out of school for several years. The Manpower students in turn are more purposeful and are more mature. They bring to the post-secondary students a maturity. Having grown up more quickly, they become more serious students.

"The total effect is an improvement on the part of the Manpower students because they, in effect, are in competition with the bright young boys and girls out of high school. And too, there is quick maturing of the high school kids in their associations with people ten to fifteen years older in the same classes." [22]

Another President in speaking about some of the first students in his college; said:

"I remember one student in the first class who came in with a chip on his shoulder, a high school drop-out. Two years later that fellow was president of the student association. He really found himself in the college environment.

"The location we were in bordered on a not too prosperous area, so we had many students who would never have otherwise gone to such an institution. I know they were the first to go beyond high school in their family units. It was an opportunity for them and for us." [23]

The same President recalled the first student march on Queen's Park:

"One day the student representative came in to see me before we had been open a month. He wanted to know if I had any objection to their marching on the Legislative Building. Well, you know the sixties was the age of protest.

"That set me back. I thought to myself, 'My God, we haven't been here even four weeks, and I've got a student protest'. I asked, 'Why do you want to do that', and he said, 'Well we just want to say thank you.'

"It had been so long since I had heard any student body say thank you or anything like that, I must have been silent for a while, and he said, 'What do you think?' I asked him if he was sure that was all they planned to do and he said, 'Yes.' Again I asked, 'Why?', and he said, 'we think we got a real break when they opened this college. We wouldn't be in a post-secondary institution anywhere if this hadn't been created.

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22. Transcripts and Tapes No. 8

23. Transcript and Tape No. 17

> "We think the public should know and the Minister should know.
>
> "As far as I know the march was a success with no repercussions. The students did it of their own volition and I learned to respect their integrity." [24]

In talking about this incident in an interview with a person not directly involved in the development of the colleges, he made the following observation:

> "It was the only educational institution in living memory where they [the students] sponsored a march on Queen's Park in support of the Minister of Education. I think that incident may have embarrassed the Minister more than the hostile ones." [25]

In rationalizing the reasons for the march the same chap went on to say:

> "When the President looked at the students in that college, he discovered that over 70 per cent came from families with no post-secondary experience among the family and [until the college opened] no expectation of such so who are we to say that it isn't important for these kids to feel that they are college students."

In the next few years, however, there were some mild protests from students, the most memorable one being a confrontation with the Ontario Council of Regents at a Council meeting held at Sheridan College. This incident will be recorded in a section in the next chapter under the title of Student Associations.

After six years of operation, a college president reporting on the success of graduates in finding employment, noted that

> "The bulk of these graduates come from homes where no tradition of post-secondary education existed previously, and it is clear that the Colleges have been at least a good instrument for widening accessibility to post-secondary education." [26]

Surveys show that the college students are representative of the whole 'socio-economic totem pole' with the greater number from the homes mentioned above.

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24. Ibid.

25. Transcript and Tape #10.

26. Paper Presented at a Seminar on Post-Secondary Learning in Toronto, June 13, 1973.

FACULTY QUALIFICATIONS

Although the Boards of Governors had the responsibility of appointing the "administrative, teaching and non-teaching personnel as are necessary", [27] the authority for establishing qualifications and "salary and wage rates" [28] was assigned originally to the Council of Regents on approval of the Minister. Later provision was made "for collective bargaining procedures for employees of boards of governors of colleges of applied arts and technology by reference, with appropriate changes, to The Crown Employees Collecting Act, 1972." [29]

The Council of Regents after considering various designations for the teaching personnel in the colleges such as instructors, teachers and professors, recommended a four level master classification:

Assistant Master
Associate Master
Master

and Senior College Master. Later two additional categories were added for those who did not have the qualifications for the masters above. These were identified as instructor and affiliate master.

The qualifications for masters were recommended and approved as follows:

"Assistant Master

a qualified 'craftsman' (with Grade 12 or equivalent with six years' acceptable experience;

or

graduation from a three-year Institute of Technology (or College of Applied Arts and Technology) course plus four years' acceptable experience;

or

graduation from a three-year university course plus three years' acceptable experience.

"Associate Master

assistant master qualifications plus advanced related courses approved by the Council of Regents;

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27. Ontario Regulation 285/65 and 169/70.

28. Ibid.

29. Bill 189, 1972, An Act to amend the Ministry of Colleges and Universities Act, 1971.

or

"completion of the requirements for P.Eng. [registered as a professional engineer], or C.A. [certified as a chartered accountant], or equivalent plus three years' acceptable experience.

"Master

graduation from an acceptable four-year honour (or professional) degree course, or equivalent in university courses plus two years' acceptable experience;

or

a qualified 'craftsman (with Grade 12 or equivalent with six years' acceptable experience [assistant master] plus a three-year (or more) degree;

or

graduation from a three-year Institute of Technology (or College of Applied Arts and Technology) course plus four years' acceptable experience [assistant master] plus a three-year (or more) university degree;

or

completion of the requirements for P.Eng., or C.A. or equivalent, plus three-years' acceptable experience [associate master] plus a three-year [or more] university degree.

"Senior College Master

To recognize outstanding teaching ability on the part of any member of the full-time teaching staff, a title of Senior College Master carrying a maximum salary of $2,000 above the basic salary and other allowances may be awarded to those members of the full-time teaching staff who have demonstrated professional development through professional association and recognition in their field.

This award may be made by the Council of Regents on recommendation by the President of a college supported by appropriate documentation and was intended to encourage outstanding teachers to remain in the classroom or laboratory rather than seeking higher monetary rewards in administrative appointments." [30]

In addition the recommendation contained an interim salary schedule, allowances for post-graduate degrees and for practical experience beyond the minimum requirements, terms of appointments, tenure, and fringe benefits. A similar recommendation covered the administrative and the non-teaching personnel.

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30. Minutes of the Council of Regents Meeting May 27, 1966. Revised on December 7, 1966 and April 9, 1968.

FACULTY RECRUITMENT

> "We have not had an opportunity to investigate thoroughly the source of supply and form of training required for the members of staff of these new colleges. From experience gained elsewhere, and within our own province in the case of the institutes of technology and vocational centres, however, I have gained the impression that many of the teachers will come from industry and commerce, and hence will already possess the essential technical skills. I recognize of course, that it is inevitable that some of the teachers will be recruited from the present secondary school staffs and from university staffs, which will naturally pose some irksome problems of supply of staff for those already hard-pressed institutions. This is a difficulty, however, that we are aware of and which will require careful study and consideration." [31]

These observations concerning recruitment of staff for the new colleges caused considerable concern to many educators because of the shortage of experienced teachers in secondary schools at that time. However these fears were soon proven groundless. Only three of the original twenty college presidents came from secondary schools and only one from a university faculty. An unofficial survey in several colleges three years after commencing operation indicated that over eighty per cent of the faculty were recruited from non-educational sources. These faculty members with two to more than ten years of practical experience in their disciplines, were able to insert into the traditional educational climate of the classroom and laboratory the authority of an occupation-oriented professional in areas as diversified as allied health, behavioural science, business administration, commercial art and design, community services, data processing, early childhood education, environmental planning, engineering technologies, film production, hospitality services, instructional resources, journalism, law and security administration, marketing, performing arts, product fabrication, publishing, public administration, radio and television arts, recreational services, salesmanship, secretarial

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31. Statement by the Minister of Education, The Honourable W. G. Davis in the Legislature, 21 May 1965.

science, social services, transportation, various service and apprenticeship trades, and visual and creative arts. The remaining twenty per cent represented the academic profession being recruited largely from the secondary schools.

For those colleges that did not develop from a technical institute base, the recruitment of staff was a major problem. It meant finding persons for all the positions within the college. Once the Board appointed the President and some senior administrative staff, the recruitment of the remainder of the staff became the responsibility of the President. One President of such a college described his experiences as follows:

> "Of all my worries the biggest one was faculty because you can always work out building problems sooner or later. A lot of people were predicting we would be unable to attract competent faculty because there wouldn't be enough to go around with all the colleges starting at once. I must confess it was my major concern even though we didn't know how many students we were going to have. We ended up with twenty-seven faculty and two hundred and eighty students.
>
> "I wasn't concerned with curriculum. I knew I could get people through the institute of technology and vocational centre systems, and I knew enough programs had been developed already in these systems. I also knew where I could go for advice.
>
> "I went to Ryerson for a dean who was not only a good administrator, but one who had taken a great interest in curriculum development.
>
> "During the first year we recruited five staff members from Ryerson and one from another institute of technology. This paid dividends especially when we talked to secondary school students because we could tell them that we had experienced Ryersonians at the core of the college.
>
> "We made only two appointments in the first year from local secondary schools.
>
> "A lot of colleges with staff without institute experience went pretty hog wild in buying equipment and in staffing in some cases." [32]

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32. Transcript and Tape No. 12.

THE COLLEGE MASTER

When asked to identify the ideal community college teacher, a specialist in the U.S. Office of Education on community and junior colleges, is reported to have said:

> "A person who enjoys teaching more than basic research,
>
> a person who enjoys studying more than writing, and
>
> a person who is willing to change his/her method to keep in tune with the age of space technology,
>
> this is the teacher who has a clear image of what a community college is and who becomes dedicated to its purpose."

These, too, are the persons whose main concern is for student-centred institutions rather than faculty-centred.

The question now being asked by thoughtful persons within the educational scene and more particularly from outside the system,

> "Has the pendulum already started its swing toward the latter?"

and, if this is true,

> "Have the colleges taken their first step in their demise as progressive and dynamic institutions?"

a sad and unfortunate commentary for institutions so young in years. It is hoped that this trend, if it has started, can be checked if not reversed, or if it hasn't started, can it be prevented?

PROFESSIONAL DEVELOPMENT

In the minutes of the December, 1966, meeting, the Council of Regents requested that

> "the Branch present proposals for whatever course or courses ultimately [might] lead to certification of Masters in the Colleges of Applied Arts and Technology."

It was the general feeling of the Council and others involved in the development of the Colleges that some teacher-training was advisable. In considering possible programs, certain salient factors emerged.

The Branch had previously somewhat less than satisfactory experience in administering centralized and mandatory teacher certification programs for the faculties of the provincial institutes of technology including the faculty of the Ryerson Polytechnical Institute. These programs initially were similar to those given by the Ontario College of Education to vocational teachers in secondary schools, and later changed to programs given to secondary school academic teachers. Originally each class was required to attend three summer sessions: later this was reduced to two summers.

Although a few program professors did a commendable job, in general neither of the programs was accepted as relevant to the needs of the institute teachers for reasons identified by a member of one class who later became a professor in the teacher-training program and still later appointed in charge of professional development in a college of applied arts and technology.

The reasons for the non-acceptability of the program as identified were as follows:

> "almost everyone resents teacher-training unless it is very, very carefully done;
>
> "almost all the teachers [of the program] were from the secondary school milieu and they were out of touch with community college objectives;
>
> "they were not sensitive to the identity crisis that the institutes were going through [to gain status as post-secondary school institutions];
>
> "the programs were for teachers of secondary school students, not adults;
>
> "the programs were badly received at that time with the exception of those subjects given by two or three teachers" [32]

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32. Transcript and tape No. 26B.

In evaluating these criticisms which were quite general, it became apparent that the factors which had precluded the acceptance of the teacher-training programs for the institute of technology faculty members, would no doubt surface very quickly if the college masters were subjected to the same type of program.

These problems did not emerge to any extent for the teachers in the Ontario vocational centres and institute of trades. They were offered the same teacher-certification program as was given to the vocational teachers in secondary schools. Obtaining a secondary school teaching certificate was an incentive for superannuation benefits as well as a condition of employment either in an O.V.C. or a secondary school.

It was reasoned that an acceptable teacher-training plan for the college masters would have to be predicated on the following antecedents:

1. The program must be meaningful to the current needs of the masters.
2. The training inference must be replaced by a concept of personal development within the profession.
3. The program must be geared to the adult educational area.
4. The program must not be controlled or administered by an institution at another academic level.
5. Those involved in the administration of the program must have had experience in the college area.
6. The program must have the support of the senior administrators of the colleges.
7. The responsibility for the program should be vested in the individual college.
8. Certification would be at the discretion of the individual college.

With these premises in mind a committee consisting of Max Tobin, York University, and Bill Trimble, at that time on the staff of the Ontario College of Education, (both former staff members of the Ryerson Institute of Technology) along with several members

of the Applied Arts and Technology Branch prepared a new concept on professional development for the consideration of the Council of Regents.

The proposal[33] as accepted by the Council of Regents placed the entire responsibility for teacher development in the individual college and removed teacher certification as a condition of employment. It is described in 'Some Unique Features of Colleges of Applied Arts and Technology' as follows:

> "The preferred programs is one of a pre-service orientation period followed by two years of in-service training.
>
> "During the in-service period, each group of teachers will perform regular teaching duties under a special counsellor with master teaching qualifications whose function is to advise rather than assess. In this period, also, special courses in various important aspects of the educational process will be scheduled.
>
> "In the second in-service year, the student teacher will be required to engage in research in some aspect of teaching: programmed learning (as opposed to programmed instruction), and new techniques in testing and evaluation. The results of this research could be embodied in a thesis for publication by the College. Acceptance of the thesis might constitute one of the prerequisites for certification, if such certification is deemed essential [by the individual college].
>
> "In connection with teacher education, an exploratory evening extension program is envisaged. This program would be directed towards employees of business, industry and the services who, with a desire to teach, may be uncertain of their qualifications to do so.
>
> "For all programs within the College, many of the teaching staff should be sought in industry business and other public agencies. Experience 'on-the-job' will provide one of the basic platforms of seminar work for in-service teacher education, as well as providing a basis for sound student-teacher relationships, an essential in adult education." [34]

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33. Report on Teacher Education with appendices prepared for the Ontario Council of Regents - February 15, 1967, and revised May 13, 1969.

34. Basic Documents - June 1967 - page 35.

After the two years of in-service training, the Report on Teacher Education suggested further professional development as follows:

> "Following the second year, the college teacher should be encouraged to proceed, wherever possible, to degree work at the undergraduate or graduate level, either in the field of education, with emphasis on such things as adult education, counselling and curriculum development or in his subject specialty.
>
> "Failing this, he should be encouraged for reasons of promotion, of improved salary, and above all, of increased competence to pursue a diploma course in Education."

The Faculty Development Chart on page shows graphically the approved plan for professional development of the Colleges' teaching faculty members.

In an excellent report on Professional Development in the period 1969 - 1974,[35] the dean of one of the more successful programs summarized the college program. The following are excerpts from the first three pages only of that report:

> What We Have Tried Not to Do,
>
> "We have tried not to launch glossy programs which might impress decision-makers and money granters, but which would have no appreciable effect on the quality of a [college] education.
>
> "We have carefully avoided too, a party line, a One Right Way of doing things: We do not teach teachers how to teach.
>
> "We have tried not to water down the ultimate responsibility of the line organization. In my view all College staff functions, particularly Professional Development should maintain a low profile - helping, supporting, advising, encouraging, but never second guessing.
>
> What We have Tried to Do,
>
> "To say there is no One Right Way in teaching is not to say anything goes.
>
> "The classroom that is lively and creative where a lot is learned in a supportive, human atmosphere is better than one that is harsh, fearful or destructive.
>
> "The class that has structure and direction is clearly better than an anarchistic mess.

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35. A Look in the Rear Vision Mirror - W. B. S. Trimble, Humber College of Applied Arts and Technology, 7/3/74.

"The accepting, warm, concerned teacher is preferable to a hostile, cold or indifferent one.

"The teacher with lots of teaching techniques is better than the teacher with one.

"Teachers with a sense of professional ethics in their dealings with administrators, colleagues and students are easier to live with than those with no such ethical sense.

"Teachers who are plugged into life of the College are probably more effective than those who operate in a vacuum.

What We have Actually Done

"Within a month of starting in February, 1969, I realized the enormous resistance to an in-service teacher training program. Many teachers already on the staff at that time thought that some know-it-all with a fancy education and an impressive job title was about to impose his will. I met with big groups and small groups and chairmen and deans and I finally gave up the frontal attack in favour of a long end run.

"We have simply concentrated on new teachers.

"We have tried to do something worthwhile with each new group, thereby broadening the base of our supporters each Fall.

"About 200 friends are now taking care of our adversaries. And we have been getting increasing numbers of requests from 'Old Timers' to 'do something for us'.

"Our program for new teachers has followed the Council of Regents' guidelines - three weeks orientation regular weekly seminars throughout the first year of teaching and a major pedagogical assignment in the second. The three days of practice teaching at Geneva Park for each incoming group has become a college tradition and is universally acknowledged as great.

"Our weekly seminars deal with all the problems faced by a neophyte teacher meeting classes for the first time - student evaluation, questioning techniques, student motivation, record keeping, college procedures, audio visual, academic decision-making and so on. These seminars offer too an opportunity for teachers to keep in touch with colleagues throughout the college.

"The major pedagogical assignment has now been accepted as part of the second year program. We have received seventy to date on a wide variety of topics and the quality is definitely improving. An assignment usually involves some research, about thirty

"hours' work and is normally about 3000 words in length. Each submission is appraised by four members of the Professional Development Staff."

The remainder of the report discusses problems encountered, reason for teacher evaluation, the Professional Development newsletter, inter-class visits, Old Timers Dinners, the President's Book Club, research projects, curriculum development, programs in the fields of Human Relations and Organizational Development, in-service training for non-teaching staff, O.I.S.E. certificate program, involvement with other colleges and some interesting thoughts on 'the anarchy of the Sixties' to the 'new wave of materialism' in the Seventies.

The report concludes with

"This College is known as a lively, exciting and humane place where students learn a lot and find themselves in the process. Thanks go largely to the front office. But I hope the Professional Development function has in some small way helped to make it so."

This somewhat extensive review of professional development activities in one college has been included primarily to show what can be done and so encourage other colleges less fortunate to renew their efforts to maintain a student-centred college profile and, in addition, to illustrate an artful device to promote the success of any activity in or out of the classroom.

The author of the report to which reference was made above was one of the original committee members on professional development. In discussing his appointment as a Professional Development Officer, he described his early experiences as follows:

"I found myself on the receiving end of the guidelines which, a year or two before I had helped to draw up.

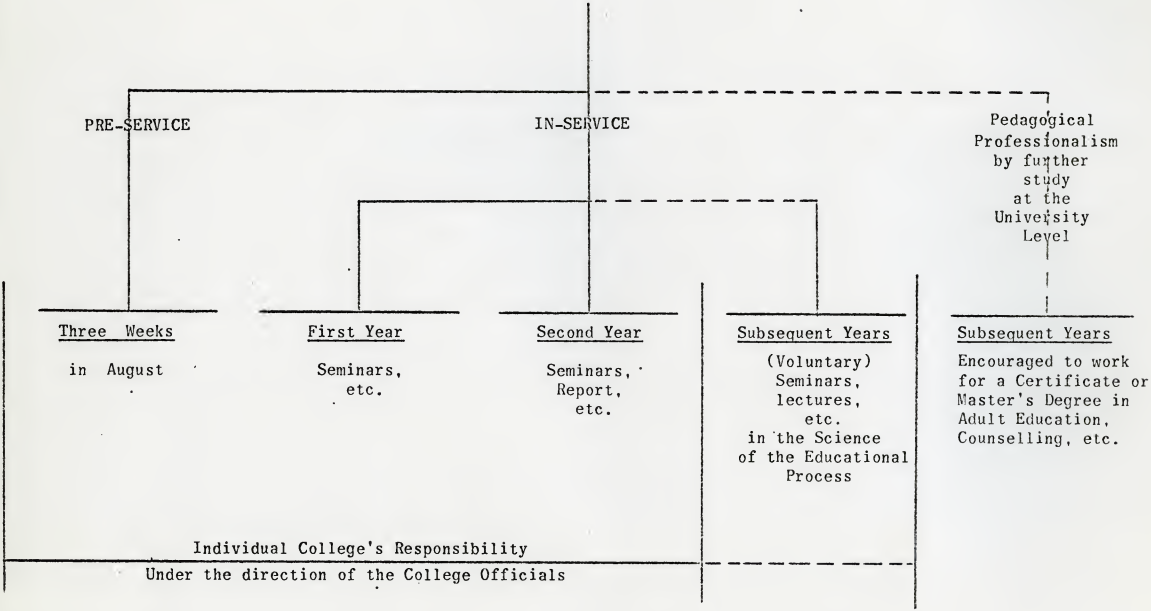
"In fact it was like, 'Well, here is a recommendation with which you had something to do, now make it work'.

"That was a challenge. I had compelling reasons for making it work because I had identified with the recommendations."

In this quote there is a subtle lesson for all teachers and administrators in that the success of most programs or other activities will bear a direct relationship to the involvement of the participants in the planning stages.

COLLEGES OF APPLIED ARTS AND TECHNOLOGY

FACULTY DEVELOPMENT



July 1968

The Ontario Institute for Studies in Education (O.I.S.E.) in cooperation with several colleges of applied arts and technology in the Toronto area, developed a 'further studies' program geared to adult education requirements for college masters that may lead to a certificate or master's degree in some specialty of adult education. This program has been operating quite successfully for several years and variations of this program may become available on request to faculty members of other colleges in the province.

In an interview with Dr. J. R. Kidd concerning the development of 'further studies' programs for college masters, he outlined the Institute's position with respect to these programs as follows:

> "To begin with it has seemed imperative that the colleges [of applied arts and technology] would have complete control over the selection, preparation, further development and the continuing education of their own faculties.
>
> "I have been and continue to be in full agreement that the colleges should have set up their own system of recruiting and training [of faculty]. It could receive some benefit by comparison with the secondary schools and certainly it ought to draw on the talent and knowledge that universities possess, but I am sure that it was the right decision to proceed by maintaining control over this very significant part of college life.
>
> "When they [officials of one college] asked if we at OISE and the Department would set up a [teacher] training program, our answer had three parts. First, we said we would be delighted to work with them and would do so immediately. Secondly, we said we would only do it if it could be done for more than one college because we needed to develop models or proposals which would be useful for other colleges at the same time. Thirdly, we would only do it if it remained under the control of the colleges, and was not considered a university program which the colleges had purchased. I have had to make this point time and time again. It is extremely important.
>
> "We believed that the moment at which the colleges gave up their control over the employment, recruiting, training and certification of their own staff, they would have accepted an inferior position to the universities, and that should never happen.

"What we did was set up a small committee which included people from George Brown and Humber Colleges: later on we added representatives from Seneca and Centennial Colleges and others.

"This committee had the full responsibility for the selection of staff which at the beginning were all OISE staff, but chosen by the committee,

the selection of staff which at the beginning were chosen by the committee,

the selection of content with our collaboration of course,

the selection of materials and the definition of methods, and

choosing the way in which the program would be evaluated.

"All the decisions about the promotion of staff or the use of the results of these experiences were of course vested in the colleges.

"So we found a modus vivendi which allowed for college control over the programs but which also met the standards at OISE.

"That fall a program was developed equivalent to the requirements for a Master's Degree and other equivalent to a certification program we already had." [36]

Dr. Alan Thomas, Chairman of Adult Education, Ontario Institute for Studies in Education reiterated these points as follows:

"The CAAT Certificate program has been pretty effective for some time. We insisted that the program be run jointly by us and the colleges and that the colleges control the awarding of merit for having got through the program.

"I have argued consistently with the Committee of Presidents that if the colleges do not control their own staff development - if they begin to get staffed exclusively by M.A.'s, etc., then it will not be long before a kid going into one of the colleges will realize that he can't teach in these colleges unless he is processed by another institution. Then these colleges become second rate institutions.

"I also proposed to the Committee of Presidents last December that they establish a College Academy to act in the interest of development and research for all the colleges in Ontario. This Academy could get advice from wherever they wished. They could work out an in-service development program to suit their needs and then simply buy the services where they wanted them." [37]

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36. Transcript and Tape No. 16.
37. Transcript and Tape No. 10.

This new concept of Faculty Development was another step in the Colleges of Applied Arts and Technology acquiring an identity.

In the academic year 1974-75, the University of Western Ontario is proposing a Master of Arts in Teaching (M.A.T.) degree for which, in addition to the customary academic requirements to pursue post-graduate studies, the candidate should have at least two years of successful teaching experience. As part of this one calendar year of full-time study or three terms of residence, the students will be required to present a research paper related to some aspect of teaching. This program is mentioned because it appears the research project of the second year of in-service training program for college masters may be accepted as a basis for the research paper required in the degree program. If this Master of Arts in Teaching program materializes as the initial publicity promises, it will provide a further opportunity for CAAT masters to undertake professional development in an area directly related to teaching at the college level.

SUMMARY

The Colleges of Applied Arts and Technology, having been established in 1965 by an Act to amend the Department of Education Act, and having been given direction through the Council of Regents in its advisory capacity to the Minister and through the Applied Arts and Technology Branch as the executive arm of the Minister and secretariate of the Council, now took on individual identities. Each had acquired a governing board, a name officially documented through an Ontario Regulation, [38] an address, a president and supporting staff, a faculty and most important a student body.

In seeking identities, however, over half of the original colleges changed presidents within the first seven or eight years, and nearly all the charter members of boards of governors have completed their terms of office, each in turn having contributed in part to the successful development of this new concept in education.

And, many thousands of young and older persons have already had the advantages of a post-secondary socio-economic form of education which was not available a few years ago and they have taken their places in business and industry and in society.

It only remained for the colleges to consolidate their positions in the educational spectrum within the terms of the Acts, Regulations, and Ministerial directives, but of course, there were and will be growing pains that created or will create problems unforeseen by the architects of the new adventure.

In seeking fulfilment, the colleges are adjusting to changes as required of them by the changing nature of their communities and are finding answers to their problems.

The Colleges are in business.

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38. Refer to annex (IV-1).

Significant Regulations that Consisted in Colleges and Dates Defined to

CHARTER AND SUBSEQUENT MEMBERS OF BOARDS OF GOVERNORS (See subsequent pages for names)
FOR COLLEGES OF APPLIED ARTS AND TECHNOLOGY

Corrected Sept. 24/75

COLLEGE AREA	COLLEGE NAME	ONTARIO REGULATIONS	BOARDS OF GOVERNORS		
			CHARTER	SUBSEQUENT	DATE OF INAUGURAL MEETING
1	Algonquin	254/66	1966	'67 - '72	June 29, 1966
2	St. Lawrence	9/67	1966	'67 - '73	October 31, 1966
3	Sir Sandford Fleming - Loyalist [1]	87/67	1966	1966 - 1968	November 9, 1966
	Sir Sandford Fleming	186/68	1968	'68 - '72	August 15, 1968
3a	Loyalist	184/68	1968	'68 - '72	August 12, 1968
4	Durham [2]	45/67, 292/67	1966	'67 - '73	October 12, 1966
5	Centennial	190/66	1966	*	June 9, 1966
6	Humber	399/66	1966	*	October 3, 1966
7	Seneca	61/67	1966	'67 - '72	August 30, 1966
8	Sheridan	178/67	1966	'67 - '72	December 6, 1966
9	Mohawk	352/66	1966	'67 - '72	September 28, 1966
10	Niagara	55/67	1966	'67 - '72	November 23, 1966
11	Fanshawe	383/66	1966	*	September 13, 1966
12	St. Clair	255/66	1966	*	July 12, 1966
13	Lambton	228/66	1966	'66 - '74	May, 1966
14	Conestoga	216/67	1967	'68 - '72	February 16, 1967
15	Georgian	169/67	1967	'67 - '74	February 9, 1967
16	Cambrian [3]	382/66	1966	'68 - '72	September 6, 1966
16a ~~b~~	Sault [4]	565/72	1972	'72	October 12, 1972
16b ~~a~~	Canadore [5]	* 518/72, 519/72	1972	*	September 12, 1972
17	Northern	8/67	1966	'67 - '72	October 18, 1966
18	Confederation	62/67	1966	'67 - '72	November 17, 1966
19	George Brown	432/67	1967	'68 - '72	November 14, 1967

* Information not supplied by college to-date.

1. Single Board of Governors - November 9, 1966 to August 12, 1968.
2. Name originally was Ontario-Durham, changed to Durham.
3. Main Campus in Sudbury with campuses in Sault Ste. Marie and North Bay - September 6, 1966 to November 7, 1972.
4. Established as a separate college in Sault Ste. Marie, November 7, 1972.
5. Established as a separate college in North Bay , 1972.

COLLEGE AREAS AND NAMES, CHAIRMEN OF BOARDS AND PRESIDENTS

AREA NO	COLLEGE NAME	BOARDS OF GOVERNORS			PRESIDENTS		DATE OF FIRST CLASSE
		INAUGURAL MEETING	CHAIRMAN	YEAR(S)	NAME	APPOINTMENT DATE	
1	Algonquin	June 29/66	Dr. F. T. Rosser Mrs. G. V. Haythorne Dr. G. O. Baines D. S. Cummings	1966 1966 1972 1973	Dr. F. T. Rosser Dr. G. B. Maher Dr. L. Isabelle	Feb. 10/67 Nov. 1/69	Sept. 1/67
2	St. Lawrence	Oct. 31/66	T. Alfred Lindsay Dr. J. V. Basmajian E. R. O'Kelly J. E. Henderson W. L. Courville R. F. Browne	1966 1968 1969 1971 1973 1974	Robt. C. Short W. Wm. Cruden	May 15/67 Jan. 1/71	Oct. /67
3	Sir Sandford Fleming - Loyalist (One Board originally with separate Presidents - Area was divided April 30, 1968)						
	Sir Sandford Fleming	Nov. 9/66	Rev. H. J. Maloney * * *	1966	D. B. Sutherland		Sept. /67
	Loyalist	Nov. 9/66	Rev. H. J. Maloney Judge J. C. Anderson Frank Rabel John Donelan W. J. Wilkinson	1966 1968 1970 1972 1974	J. K. Bradford Herbert Young	June 1/67 July 11/70	Sept. /67
4	Ontario-Durham (Name changed to Durham July 28, 1967)						
	Durham	Oct. 12/66	S. R. Alger G. W. Riehl E. R. S. McLaughlin R. H. Donald S. E. Lovell	1966 1969 1970 1973 1975	Gordon E. ~~Wiley~~ Willey	*	Sept. /67
5	Centennial	June 9/66	Dr. R. F. Stackhouse J. David Stager	1966 1970	John L. Haar Douglas E. Light	Aug. 26/66 June 1/71	Oct./66
6	Humber	Oct 3/66	E. S. Jarvis * * *	1966	Gordon Wragg	Oct. /67	Sept. /67

AREA NO	COLLEGE NAME	BOARDS OF GOVERNORS			PRESIDENTS		DATE OF FIRST CLASSES
		INAUGURAL MEETING	CHAIRMAN	YEAR(S)	NAME	APPOINTMENT DATE	
7	Seneca	Aug. 30/66	Dr. F. W. Minkler R. N. Garriock	1966 1971	Wm. T. Newnham	Jan. 1/67	Sept./67
8	Sheridan	Dec. 6/66	J. A. Turner J. C. Ronson Dr. J. A. M. Bell	1966 1969 1971	John M. Porter	April/67	Sept. 18/67
9	Mohawk	Sept. 28/66	Judge W. K. Warrender J. G. Smith H. L. Waterous J. H. Moore	1966 1971 1972 ?	Jack W. Hazelton Samuel Mitminger	Oct. 17/66 June/71	Sept./67
10	Niagara	Nov. 23/66	Paul Forestell I. D. Buchanan R. C. Harwood R. T. Sawle A. Sharp	1966 1967 1971 1972 1974	Dr. W. G. Bowen A. S. Manera	June 1/67 Jan. 1/72	Sept./67
11	Fanshawe	Sept. 13/66	John G. Lawrie Dr. D. Bocking Mrs J. M. Watson V. V. Spencer	1966 1970 1972 1975	Dr. J. A. Colvin	April 1/67	Sept. 6/67
12	St. Clair	July 12/66	Dr. Frank DeMarco * * *	1966	Dr. R.C. Quittenton	Jan. 1/67	Sept./67
13	Lambton	May/66	Dr. W. G. Forbes * *	1966	W. E. Franke G. M. Delgrosso	Sept./66 July/68	Nov. 15/66
14	Conestoga	Feb. 16/67	P.B. Mason A.F. Klinkhammer Wm. E. Byers Dr. E. L. Holmes D. E. Bott	1967 1968 1971 1973 1974	Prof. J.W. Church K. E. Hunter	June 1/67 Aug. 15/74	Jan. 8/68

AREA NO.	COLLEGE NAME	BOARDS OF GOVERNORS			PRESIDENTS		DATE OF FIRST CLASS
		INAUGURAL MEETING	CHAIRMEN	YEAR(S)	NAME	APPOINTMENT DATE	
15	Georgian	Feb. 9/67	G.R. McCague W. H. Gerhart	1967 1974	R.P. Crawford	June 1/67	Oct./67
16	Cambrian	Sept. 6/66	Dr. Walter Curlock Fred Sheridan Paul Krmpotich *	1966 1969 1971	John T. Koski	March 1/67	Sept./67
	Sault Ste. Marie and North Bay Campuses of Cambrian College became separate colleges (Sault and Canadore respectively in 1972).						
16b	Sault	Oct. 12/72	Paul Krmpotich	1972	G. Ray Lawson	Dec 5/72	Jan. 4/73
16a	Canadore	Sept. 12/72	R.J. Moynan R.J. Lynch	1972 1974	Dr. M.A. Hewgill	September 12/72	Sept. 1967
17	Northern	Oct. 18/66	Judge W.S. Gardner Dr. G. Charlewood J.A. Cousineau	1966 1969 1970	O.E. Walli J. H. Drysdale	March 1/67 May 1/69	* /67
18	Confederation	Nov. 17/66	Dr. A.W.H. Challis Dr. C.M. Johnston W.H. Spacer	1966 1968 1975	Air Vice-Marshal D.A.R. Bradshaw B.E. Curtis	March 6/67 March /74	Oct. 4/67
19	George Brown	Nov. 14/67	W.B.S. Trimble Barry G. Lowes Graham M. Gore	1967 1968 1971	C. C. Lloyd	Sept./68	*

* Data Not Available.

Area 1 - ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS

January, 1970

Council of Regents Appointments		Term Ends Dec. 31
1. Dr. G. O. Baines Chairman	Atomic Energy of Canada Ltd. Chalk River, Ontario.	1971
2. Mr. Sylvain Cloutier	Assistant Secretary, Treasury Board, Parliament Bldg., Ottawa 4, Ontario.	1972
3.		1973
4. Mrs. G. V. Haythorne	3190 Alta Vista Drive, Ottawa 8, Ontario.	1972
5. Dr. R. O. MacFarlane	School of Public Administration, Carleton University, Ottawa, Ontario.	1970
6.		1970
7. Mr. Roger St. Denis Vice-Chairman	404 MacLaren Street, Ottawa, Ontario.	1971
8. Mr. Harold E. Thayer	International Association of Machinists, 80 Argylo Avenue, Suite 302, Ottawa, Ontario.	1973

Municipal Appointments		
1. Russell and Prescott	Mr. Alexandre Seguin, L'Original, Ontario.	1972
2. Carleton County	Mr. Donald S. Cummings, R. R. 2, Bell's Corners, Ontario.	1971
3. City of Ottawa Vice-Chairman	Mr. A. J. Hammond, 200 Rideau Terrace, Ottawa, Ontario.	1970
4. Lanark and Renfrew	Mr. M. Sullivan, M. Sullivan & Sons Ltd., Arnprior, Ontario.	1973

ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS
(Subsequent to the first Board - see previous page)

AREA NO. 1

1967	1968	1969	1970	1971	1972
COUNCIL OF REGENTS APPOINTMENTS					
Dr. G. O. Baines	-	-	-	-	-
Mrs. G. V. Haythorne	-	-	-	-	-
A. L. Hepworth	H. E. Thayer	-	-	-	-
Dr. R. O. MacFarlane	-	-	-	J. A. McCutcheon	Judge E. M. Shortt
Dr. F. T. Rosser	Louis Couillard	S. Cloutier	-	-	J. M. DesRoches
Donald Runge	-	-	Donald Fraser	-	-
Roger Saint-Denis	-	-	-	-	-
E. P. Winslow	Arnold Gough	-	M. W. Lever	-	M. Honeywell
MUNICIPAL APPOINTMENTS					
H. Clement (Prescott & Russell)	-	S. Leduc	A. Séguin	-	-
Reverend E. G. Foote (Carleton)	D. S. Cummings	-	-	-	-
E. D. Hendry (City of Ottawa)	A. J. Hammond	-	-	-	-
Judge E. M. Shortt (Lanark & Renfrew)	-	-	M. Sullivan	-	-

Chairmen - Mrs. G. V. Haythorne (1967) - Dr. G. O. Baines (1972) - D. S. Cummings (1973)
Vice-Chairmen - A. J. Hammond - A. Séguin H.E. THAYER (1973) J.M. DESROCHES 1973

ST. LAWRENCE COLLEGE OF APPLIED ARTS & TECHNOLOGY

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 2.

Inaugural meeting
October 31st, 1966.

Counties of Frontenac, Leeds, Grenville, Dundas, Stormont and Glengarry.

COUNCIL OF REGENTS APPOINTMENTS:

1.	Dr. J.V. Basmajian, Vice-Chairman	Head of Anatomy Department, Queen's University, Kingston, Ontario.
2.	Mr. A.J. Campbell	Business Representative, Carpenter's Local 249, 14 Garrett Street, Kingston, Ontario.
3.	Mr. Eric Casselman	Chesterville, Ontario.
4.	Mr. John Fenton	Manager, Prescott Plant, R.C.A. Victor Limited, Prescott, Ontario.
5.	Mrs. Claire Leonard	318 King Street West, Kingston, Ontario.
6.	Mr. T. Alfred Lindsay, Chairman	President, Phillips Cables Limited, Brockville, Ontario.
7.	Mr. D.H. Robertson	Rural Route 1, Iroquois, Ontario.
8.	Mr. Alan J. Soper,	Soper Hardware Limited, 39 King Street West, Brockville, Ontario.

MUNICIPAL APPOINTMENTS:

1.	Kingston	Mrs. Lin Elliott, 44 Strathcona Crescent, Kingston, Ontario.
2.	Brockville	Mr. Edward R. O'Kelly, Vice-President, Automatic Electric (Canada) Ltd., 100 Strowger Boulevard, Brockville, Ontario.
3.	Cornwall, Vice-Chairman	Mr. Thomas Phelps, 117 Sydney Street, Cornwall, Ontario.
4.		Mr. Laurier Courville, Chief Assessor, City of Cornwall, Ontario.

Area 2 - ST. LAWRENCE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS — January, 1970

Council of Regents Appointments — Term Ends Dec. 31

1.	Mr. R. F. Browne	224 King Street East, Kingston, Ontario.	1972
2.	Mr. A. J. Campbell	151 Pine Street, Kingston, Ontario.	1971
3.	Mr. B. G. Allmark	4372 Bath Road, Kingston, Ontario.	1970
4.	Mr. John W. Fenton	Manager, Prescott Plant, R.C.A. Victor Ltd., Prescott, Ontario.	1970
5.	Mr. J. E. Henderson, Q.C. (Vice-Chairman)	61 King Street East, Brockville, Ontario.	1973
6.	Mr. L. C. Kennedy	Clerk, United Counties of Stormont, Dundas & Glengarry, P. O. Box 698, Cornwall, Ontario.	1972
7.	Mr. D. H. Robertson	R. R. 1, Iroquois, Ontario.	1973
8.	Mr. J. F. Whiting	11 Westview Road, Kingston, Ontario.	1971

Municipal Appointments

1.	Cornwall (French) (Vice-Chairman)	Mr. W. Laurier Courville, Chief Assessor, City of Cornwall, City Hall, Cornwall, Ontario.	1973
2.	Kingston	Mrs. Lin Elliott, 227 Alwington Place, Kingston, Ontario.	1971
3.	Brockville (Chairman)	Mr. E. R. O'Kelly, Automatic Electric (Canada) Ltd., 100 Strowger Blvd., Brockville, Ontario.	1970
4.	Cornwall (English)	Mr. Thomas H. Phelps, 117 Sydney Street, Cornwall, Ontario.	1972

St. Lawrence College of Applied Arts & Technology

Board of Governors

(Subsequent to the first Board - see previous page)

1967	1968	1969
COUNCIL OF REGENTS APPOINTMENTS		
Dr. J. V. Basmajian Chairman from April	Dr. J. V. Basmajian Chairman	Mr. R. F. Browne from November
Mr. A. J. Campbell	Mr. A. J. Campbell	Mr. A. J. Campbell
Mr. E. Casselman	Mr. E. Casselman	Mr. E. Casselman to September
Mr. J. W. Fenton	Mr. J. W. Fenton	Mr. J. W. Fenton
Mr. J. W. C. Langmuir May-July	Mr. J. E. Henderson	Mr. J. E. Henderson Vice-Chairman
Mrs. C. Leonard to August	Mr. D. Irvine Jan. - July	Mr. L. C. Kennedy
Mr. T. A. Lindsay Chairman Oct. 1966-1967	Mr. D. H. Robertson	Mr. D. H. Robertson
Mr. D. H. Robertson	Mr. J. F. Whiting	Mr. J. F. Whiting
Mr. A. Soper to July		
Mr. J. F. Whiting from December		
MUNICIPAL APPOINTMENTS		
Mr. W. L. Courville	Mr. W. L. Courville	Mr. W. L. Courville Vice-Chairman
Mrs. Lin Elliott	Mrs. Lin Elliott	Mrs. Lin Elliott
Mr. E. R. O'Kelly	Mr. E. R. O'Kelly Vice-Chairman	Mr. E. R. O'Kelly Chairman
Mr. T. H. Phelps Vice-Chairman from April	Mr. T. H. Phelps Vice-Chairman	Mr. T. H. Phelps

)0	1971	1972	1973

COUNCIL OF REGENTS APPOINTMENTS

Mr. B. G. Allmark from April	Mr. B. G. Allmark to August	Mr. R. F. Browne	Mr. R.F. Browne Vice-Chairman
Mr. R. F. Browne	Mr. R. F. Browne	Mr. J. E. Henderson Chairman	Mr. J. E. Henderson
Mr. A. J. Campbell	Mr. A. J. Campbell	Mr. W. A. Kelly	Mr. W. A. Kelly
Mr. J. W. Fenton	Mr. J. E. Henderson Chairman	Mr. L. C. Kennedy	Mrs. C. Lavigne
Mr. J. E. Henderson Vice-Chairman	Mr. W. A. Kelly from December	Mr. F. Quaife	Mr. F. Quaife
Mr. L. C. Kennedy	Mr. L.C. Kennedy	Mr. D. H. Robertson	Mr. D. H. Robertson
Mr. D. H. Robertson	Mr. D. H. Robertson	Mr. F. G. Spafford	Mr. F. G. Spafford
Mr. J. F. Whiting	Mr. F. G. Spafford from April	Mr. J. F. Whiting Vice-Chairman	Mr. J. F. Whiting Vice-Chairman
	Mr. J. F. Whiting Vice-Chairman		

MUNICIPAL APPOINTMENTS

Mr. W. L. Courville Vice-Chairman	Mr. W. L. Courville Vice-Chairman	Mr. W. L. Courville Vice-Chairman	Mr. W. L. Courville Chairman
Mrs. Lin Elliott	Mr. R. A. Findlay from March	Mr. R. A. Findlay	Mrs. D. B. Good
Mr. J. D. Murray Aug. - Dec.	Mrs. Lin Elliott (Mrs.D.B.Good)	Mrs. D. B. Good	Mr. E. R. O'Kelly
Mr. E. R. O'Kelly Vice-Chairman	Mr. E. R. O'Kelly	Mr. E. R. O'Kelly	Rev. Father R. Villeneuve
Mr. T. H. Phelps to July			

Inaugural Meeting
November 9th, 1966.

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 3

Counties of Lennox, Addington, Hastings, Prince Edward, Northumberland, Peterborough, Haliburton, and Victoria.

COUNCIL OF REGENTS APPOINTEES:

1.	Judge J.C. Anderson	Court House, Belleville, Ontario.
2.	Mr. S.W. Daniel	Executive Vice-President, Milltronics Limited, 730 The Kingsway, Peterborough, Ontario.
3.	The Hon. L.M. Frost, Q.C.	17 Sussex Street, Lindsay, Ontario.
4.	Mr. Vern Graham	Minden, Ontario.
5.	Mr. Henry Nokes	422 Park Street North, Peterborough, Ontario.
6.	Dr. T.H.B. Symons	President and Vice-Chancellor, Trent University, Peterborough, Ontario.
7.	Mrs. G. Spence Wonnacott	52 Selena Avenue, Belleville, Ontario.
8.	Mr. Frank Kabel.	c/o Bata Shoe Co., Batawa, Ontario.

MUNICIPAL APPOINTEES:

1.	Bancroft	Rev. H.J. Maloney, Box 879, Bancroft, Ontario.
2.	Napanee	Mr. John Donelan, Technical Director, Napanee District Secondary School, Napanee, Ontario.
3.	Prince Edward	Mr. G. Cunningham, R.R. No. 1, Consecon, Ontario.
4.	Trenton	Councillor D.R. Fraser, Box 400, Trenton, Ontario.

Area 3 - SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARDS OF GOVERNORS — February, 1970

Council of Regents Appointments		Term Ends Dec. 31
1. Mr. Charles Brandon,	Minden, Ontario.	1970
2. Mr. Ronald J. Curry, Vice-Chairman	Haliburton, Ontario.	1971
3. The Hon. L. M. Frost, Q.C.,	17 Sussex Street, Lindsay, Ontario.	1973
4. Mr. H. C. Gibson,	c/o General Foods, Cobourg, Ontario.	1972
5. Mr. W. C. Grant,	c/o Grant, Collins, Carruther, Barristers, 476 Water Street, Peterborough, Ontario.	1970
6. Mr. A. M. Hamilton,	671 Armour Street, Peterborough, Ontario.	1971
7. Mr. W.S.W. Breese	Principal, Lindsay Collegiate & Vocational School, Lindsay, Ontario.	1973
8. Mr. Henry Nokes, Chairman	422 Park Street North, Peterborough, Ontario.	1971
9. Mrs. C. J. (Hazel) Ray,	808 Water Street, Peterborough, Ontario.	1972
10. Professor T.E.W. Nind	Dean of Arts & Science, Trent University, Peterborough, Ontario.	1973

Municipal Appointments		
1. Town of Lindsay	Mrs. Barbara Truax, 10 Crescent Court, Lindsay, Ontario.	1970
2. City of Peterborough	Alderman Donald A. Loucks, 1362 Monaghan Road, Peterborough, Ontario.	1972

Sir Sandford Fleming COLLEGE OF APPLIED ARTS & TECHNOLOGY AREA NO

BOARD OF GOVERNORS

(Subsequent to the first Board - see previous page)

1967	1968	1969	1970	1971	1972
COUNCIL OF REGENTS APPOINTMENTS					
			T.E.W. Nind (Replacing Symons)		
MUNICIPAL APPOINTMENTS					
			W.S.W. Breese (Replacing Holtom)	K.R. Hines (Replacing Hamilton)	Elizabeth Clarkson (Replacing Ray)
			D.M. Thomson (Replacing Truax)		J. S. Hinman (Replacing Gibson)

* Chairman
** Vice-Chairman or Chairmen

Inaugural Meeting
November 9th, 1966.

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 3

Counties of Lennox, Addington, Hastings, Prince Edward, Northumberland, Peterborough, Haliburton, and Victoria.

COUNCIL OF REGENTS APPOINTEES:

1.	Judge J.C. Anderson	Court House, Belleville, Ontario.
2.	Mr. S.W. Daniel	Executive Vice-President, Milltronics Limited, 730 The Kingsway, Peterborough, Ontario.
3.	The Hon. L.M. Frost, Q.C.	17 Sussex Street, Lindsay, Ontario.
4.	Mr. Vern Graham	Minden, Ontario.
5.	Mr. Henry Nokes	422 Park Street North, Peterborough, Ontario.
6.	Dr. T.H.B. Symons	President and Vice-Chancellor, Trent University, Peterborough, Ontario.
7.	Mrs. G. Spence Wonnacott	52 Selena Avenue, Belleville, Ontario.
8.	Mr. Frank Rabel.	c/o Bata Shoe Co., Batawa, Ontario.

MUNICIPAL APPOINTEES:

1.	Bancroft	Rev. H.J. Maloney, Box 879, Bancroft, Ontario.
2.	Napanee	Mr. John Donelan, Technical Director, Napanee District Secondary School, Napanee, Ontario.
3.	Prince Edward	Mr. G. Cunningham, R.R. No. 1, Consecon, Ontario.
4.	Trenton	Councillor D.R. Fraser, Box 400, Trenton, Ontario.

Appx 3A - LOYALIST COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARDS OF GOVERNORS

January, 1970

Council of Regents Appointments		Term Ends Dec. 31
1. Judge J. C. Anderson,	Court House, Belleville, Ontario.	1972
2. Sheriff H. J. Colliver,	Court House, Picton, Ontario.	1971
3. Mr. W. C. Down,	R. R. 7, Brighton, Ontario.	1973
4. Mr. Donald E. Hodgins,	P. O. Box 610, Tweed, Ontario.	1972
5. Mr. R. A. Loader,	R. R. 3, Belleville, Ontario.	1971
6. Mr. J. E. Morrison,	Napanee Beaver, Napanee, Ontario.	1970
7. Mr. Frank Rabel, Chairman	Bata Shoe Company, Batawa, Ontario.	1973
8. Mrs. G. Spence-Wonnacott,	52 Selena Avenue, Belleville, Ontario.	1970

Municipal Appointments		
1. Village of Bancroft	Rev. H. J. Maloney, P. O. Box 879, Bancroft, Ontario.	1972
2. Town of Napanee Vice-Chairman	Mr. John Donelan, Napanee District Secondary School, Napanee, Ontario.	1973
3. Town of Trenton	Mr. W. J. Wilkinson, 71 Dundas Street West, Trenton, Ontario.	1970
4. Prince Edward County	Mr. G. Cunningham, R. R. 1, Consecon, Ontario.	1971

LOYALIST COLLEGE OF APPLIED ARTS & TECHNOLOGY AREA NO. 3A

BOARD OF) RNORS
(Subsequent to the first Board - see previous page)

1967 Note 1	1968 Note 2	1969	1970	1971	1972
COUNCIL OF REGENTS APPOINTMENTS					
	*His Honour Judge J.C. Anderson	* His Honour Judge J. C. Anderson	His Honour Judge J. C. Anderson	His Honour Judge J. C. Anderson	Mr. W. C. Down
	Sheriff H. J. Colliver	Sheriff H. J. Colliver	Sheriff H. J. Colliver	Sheriff H. J. Colliver	Mr. D. Hodgins (resigned May 1972)
	Mr. W. C. Down	Mr. W. C. Down	Mr. W. C. Down	Mr. W. C. Down	Mr. R. A. Loader
	Mr. D. Hodgins	Mr. D. Hodgins	Mr. D. Hodgins	Mr. D. Hodgins	Mr. F. Rabel
	Mr. R. A. Loader	Mr. R. A. Loader	Mr. R. A. Loader	Mr. R. A. Loader	Mr. D. M. Soutter
	Mr. J. E. Morrison	Mr. J. E. Morrison	Mr. J.E. Morrison	Mr. D. M. Soutter	Mr. G. D. Walmsle
	**Mr. F. Rabel	** Mr. F. Rabel	* Mr. F. Rabel	*Mr. F. Rabel	Mr. G. A. Wishart
	Mrs. G. S. Wonnacott	Mrs. G. S. Wonnacott	Mrs. G. S. Wonnacott	Mrs. G. S. Wonnacott	Mrs. G. S. Wonnac
					Mrs. M. Fraser appointed October 1 to replace Mr. Hodg
MUNICIPAL APPOINTMENTS					
	The Rev. H. J. Maloney (Bancroft)	The Rev. H. J. Maloney (Bancroft)	The Rev. H. J. Maloney (Bancroft)	The Rev. H. J. Maloney (Bancroft)	The Rev. H. J. Maloney (Bancroft)
	Mr. J. Donelan (Napanee)	Mr. J. Donelan (Napanee)	** Mr. J. Donelan (Napanee)	** Mr. J. Donelan (Napanee)	* Mr. J. Donelan (Napanee)
	Mr. W. J. Wilkinson (Trenton)	Mr. W. J. Wilkinson (Trenton)	Mr. W. J. Wilkinson (Trenton)	Mr. W. J. Wilkinson (Trenton)	** Mr. W. J. Wilkins (Trenton)
	Mr. G. W. Cunningham (Prince Edward County)	Mr. G. W. Cunningham (Prince Ed. Co.)	Mr. G. W. Cunningham (Prince Edward County)	Mr. J. Cleminson (Prince Edward Co.)	Mr. J. Cleminson (Prince Edward Co.

* Chairman
** Vice-Chairman or Chairmen

Note 1 - Loyalist and Sir Sandford Fleming were under one Board of Governors until Loyalist was granted separate status. Until August 1968 the joint Board was as indicated in the attachment to your letter

ONTARIO-DURHAM COLLEGE OF APPLIED ARTS & TECHNOLOGY

Inaugural Meeting
October 12th, 1966.

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 4

COUNTIES OF ONTARIO & DURHAM

COUNCIL OF REGENTS APPOINTMENTS:

1.	Mr. Stewart R. Alger, Chairman	President, Alger Press Ltd., Box 277, Oshawa, Ontario.
2.	Mrs. W.W. Baldwin	5 Princess Street, Brooklin, Ontario.
3.	Mr. M.C. Finley	Vice-President of Manufacturing, The Pedlar People, Oshawa, Ontario.
4.	Mr. F. Gordon McIlwain	Director of Research & Education, International Chemical Workers Union, 166 Wilson Avenue, Suite 105, Toronto 12, Ontario.
5.	Mr. E.R.S. McLaughlin	Assistant Chief Engineer, General Motors, Oshawa, Ontario.
6.	Mr. Gordon W. Riehl, Vice-Chairman	Messrs. Deloitte, Plender, Haskins and Sells, Oshawa Shopping Centre, Oshawa, Ontario.
7.	Mr. A.Alan H. Strike	Strike and Strike, 38 King Street West, Bowmanville, Ontario.
8.	Mr. Paul Coath	Barrister & Solicitor, 306 Dundas Street West, Whitby, Ontario.

MUNICIPAL APPOINTMENTS:

1.	Oshawa	Alderman Richard Donald, 69 King Street East, Oshawa, Ontario.
2.	Ontario County	Reeve Neil Smith, R.R. #1, Oshawa, Ontario.
3.	Durham County	Mr. Arthur L. Blanchard, Hampton, Ontario.
4.	Town of Port Hope	Mr. T.A. Brandon, 36 Croft Street, Port Hope, Ontario.

Area 4 - DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS — January, 1970

Council of Regents Appointments		Term Ends Dec. 31
1. Mr. Stewart R. Alger	President, Alger Press Limited, Box 277, Oshawa, Ontario.	1970
2. Mrs. W. W. Baldwin	5 Princess Street, Brooklin, Ontario.	1970
3. Mr. Paul Coath	Barrister & Solicitor, 306 Dundas Street West, Whitby, Ontario.	1973
4. Mr. Stanley E. Lovell	399 Simcoe Street North, Oshawa, Ontario.	1972
5. Mr. F. Gordon McIlwain	Director of Research & Education, International Chemical Workers Union, 1262 Don Mills Road, Suite 48, Don Mills, Ont.	1972
6. Mr. E.R.S. McLaughlin Vice-Chairman	Director of Quality Control, General Motors, Oshawa, Ontario.	1971
7. Mr. Gordon W. Riehl, Chairman	Partner, Messrs. Deloitte, Plender, Haskins & Sells, Oshawa Shopping Centre, Oshawa, Ontario.	1971
8. Mr. A. Alan H. Strike,	Strike and Strike, Barrister & Solicitor, 38 King Street West, Bowmanville, Ontario.	1973

Municipal Appointments		
1. City of Oshawa	Mr. Richard Donald, Barrister & Solicitor, 69 King Street East, Oshawa, Ontario.	1972
2. Ontario County	Mr. Neil Smith, R. R. 1, Oshawa, Ontario.	1973
3. Durham County	Mr. Roy A. Foster, Kendal, Ontario.	1970

DUT COLLEGE OF APPLIED ARTS & ECHNOLOGY

BOARD OF GOVERNORS

(Subsequent to the first Board - see previous page)

1967	1968	1969	1970	1971	197
COUNCIL OF REGENTS APPOINTMENTS					
Stewart R. Alger	Stewart R. Alger	Stewart R. Alger	Stewart R. Alger	Stewart R. Alger	Stewart
Gordon W. Riehl	Gordon W. Riehl	Gordon W. Riehl	Gordon W. Riehl	Gordon W. Riehl	R.G. Mc
Mrs. W.W. Baldwin	Mrs. W.W. Baldwin	Mrs. W.W. Baldwin	Mrs. W.W. Baldwin	Mrs. P. Brouwer	Mrs. P.
E. Paul Coath	E. Paul Coath	E. Paul Coath	E. Paul Coath	E. Paul Coath	E. Paul
Morley C. Finlay	Morley C. Finlay	S.E. Lovell	S.E. Lovell	S.E. Lovell	S.E. Lo
F. Gordon McIlwain	F. Gordon McIlwain	F. Gordon McIlwain	F. Gordon McIlwain	F. Gordon McIlwain	F. Gord
E.R.S. McLaughlin	E.R.S. McLaughlin	E.R.S. McLaughlin	E.R.S. McLaughlin	E.R.S. McLaughlin	E.R.S.
		A.A.H. Strike	A.A.H. Strike	A.A.H. Strike	A.A.H.
MINICIPAL APPOINTMENTS					
Neil A. Smith	Neil A. Smith	Neil A. Smith	Neil A. Smith	Neil A. Smith	Neil A.
Arthur L. Blanchard	Arthur L. Blanchard	Arthur L. Blanchard	R.A. Foster	R.A. Foster	R.A. Fo
J.A. Reynolds	J.A. Reynolds	J.A. Reynolds	J.A. Reynolds	J.A. Reynolds	J.A. Re
R.H. Donald	R.H. Donald	R.H. Donald	R.H. Donald	R.H. Donald	R.H. Do
CHAIRMAN					
Stewart R. Alger	Stewart R. Alger	Gordon W. Riehl	E.R.S. McLaughlin	E.R.S. McLaughlin	E.R.S.
VICE-CHAIRMAN					
Gordon W. Riehl	Gordon W. Reihl	E.R.S. McLaughlin	E.R.S. McLaughlin	R.H. Donald	R.H. Do

AREA NO. _____

1973

R. Alger	Stewart R. Alge
ulloch	R.G. McCulloch
Brouwer	Mrs. P. Brouwe
Coath	E. Paul Coath
ell	S.E. Lovell
n McIlwain	F. Gordon McIl
cLaughlin	E.R.S. McLaugh
trike	A.A.H. Strike

Smith	Neil A. Smith
ster	R.A. Foster
nolds	J.A. Reynolds
ald	R.H. Donald

cLaughlin	R.H. Donald

ald	A.A.H. Strike

DURHAM COLLEGE
of Applied Arts and Technology

President
GORDON E WILLEY, MA, PhD

September 19, 1975

Mr. Donald Craighead
48 York Road
WILLOWDALE, Ontario

Dear Don:

You had asked for a listing of Durham College Board Chairmen and Vice-Chairmen over the years. They are as follows:

BOARD CHAIRMEN

S.R. Alger	October 1966, 1967 and 1968
G.W. Riehl	1969 and 1970
E.R.S. McLaughlin	1971 and 1972
R.H. Donald	1973 and 1974
S.E. Lovell	1975 to present

VICE-CHAIRMEN OF BOARD

G.W. Riehl	1967 and 1968
E.R.S. McLaughlin	1969 and 1970
R.H. Donald	1970 and 1972
A.A.H. Strike	1973
S.E. Lovell	1974
A.A.H. Strike	1975 to present

I have not been able to tape the Stewart Alger interview as yet, but will send you a cassette as soon as I have completed the job.

Best regards,

Jim Kirkconnell

JK:bm

Jim Kirkconnell
Community Services
co-ordinator

Campus:
Simcoe Street North, East Whitby Township

Mail Address:
P.O. Box 385, Oshawa, Ontario

Telephone:
(416) 576–0210

CENTENNIAL COLLEGE OF APPLIED ARTS & TECHNOLOGY

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 5

Municipalities of the Township of Scarborough, the Township of East York and the Town of Leaside.

Inaugural Meeting June 9, 1966.

COUNCIL OF REGENTS APPOINTMENTS:

1.	Mr. Richard S. Chambers 4 years	Chief, Provincial Federation of Ontario Professional Fire Fighters, 475 Dundas Street East, Toronto, Ontario.
2.	Mrs. Muriel Clarke 2 years	26 Lockie Avenue, Agincourt, Ontario.
3.	Mr. Jack Dennett 3 years.	Newscaster & T.V. Commentator, CFRB, Yonge & St. Clair, Toronto 7, Ontario.
4.	Father Doyle Vice-chairman 4 years	Principal, Neil McNeil Separate High School, 127 Victoria Park Avenue, Scarborough, Ontario.
5.	Mr. Sheldon Lush 2 years	Supreme Aluminum Industries Ltd., 3600 Danforth Avenue, Scarborough, Ontario.
6.	Dr. A.F.W. Plumptre 1 year	Principal, Scarborough College, Scarborough, Ontario.
7.	Rev. Dr. R.F. Stackhouse Chairman 3 years	Professor, Wycliffe College, Hoskin Avenue, Toronto, Ontario.
8.	Mr. A.S. Taylor 1 year	Director of Education, Scarborough Board of Education, 2472 Eglinton Avenue East, Scarborough, Ontario.

MUNICIPAL APPOINTMENTS:

1.	East York 4 years.	Miss True Davidson Reeve, Township of East York, Coxwell and Mortimer Avenues, Toronto 6, Ontario.
2.	Scarborough 3 years	Mr. J.E. Prudham, Township of Scarborough, 2001 Eglinton Avenue East, Scarborough, Ontario.
3.	2 years.	Mr. J.P. McLoughlin, Vice-principal, Tabor Park Vocational School, 759 Midland Avenue, Scarborough, Ontario.
4.	Leaside 1 year	Mr. J.D. Jagger 18 Heather Road, Toronto 17, Ontario.

Area 5 - CENTENNIAL COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS — January, 1970

Council of Regents Appointments — Term Ends Dec. 31

1.	Mr. Edward J. Brisbois	422 MacNaughton Blvd., Toronto 17, Ontario.	1970
2.	Mr. Richard S. Chambers	President, Provincial Federation of Ontario Professional Fire Fighters, 20 Japonica Road, Scarborough, Ontario.	1970
3.	Mrs. Muriel Clarke	26 Lockie Avenue, Agincourt, Ontario.	1972
4.	Mr. Robert C. Stone	F. H. Deacon & Co. Ltd., 105 Adelaide St. W., Toronto 110, Ontario.	1973
5.	Mr. Sheldon Lush	Supreme Aluminum Industries, 3600 Danforth Avenue, Scarborough, Ontario.	1972
6.	Dr. A.F.W. Plumptre	Principal, Scarborough College, Scarborough, Ontario.	1971
7.			
8.	Mr. A. S. Taylor	Director of Education, Scarborough Board of Education, 2472 Eglinton Avenue East, Scarborough, Ontario.	1971

Municipal Appointments

1.	Borough of East York	Her Worship Mayor T. Davison, Coxwell & Mortimer Avenues, Toronto, Ontario.	1970
2.	Borough of East York Chairman	Mr. J. David Jagger, 18 Heather Road, Toronto 17, Ontario.	1971
3.	Borough of Scarborough Vice-Chairman	Mr. J. E. Prudham, Treasurer, Borough of Scarborough, 2001 Eglinton Ave. E., Scarborough, Ontario.	1973
4.	Borough of Scarborough	Mr. J. P. McLoughlin, Principal, Bendal Secondary School, 1555 Midland Avenue, Scarborough, Ontario.	1972

HUMBER COLLEGE OF APPLIED ARTS & TECHNOLOGY

Inaugural Meeting
October 3rd, 1966.

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 6

Townships of Etobicoke and York, Towns of Mimico,
New Toronto and Weston and Village of Long Branch.

COUNCIL OF REGENTS APPOINTMENTS:

1.	Mr. Sidney L. Britton Interim Vice-chairman	Vice-President, Orenda Division of Hawker Siddeley Canada Ltd., Box 6001, Toronto International Airport, Ontario.
2.	Mr. W. Farquhar	Business Manager, Local Union 353, International Brotherhood of Electrical Workers, 717 Church Street, Toronto, Ontario.
3.	Dr. W.F. Graydon	Associate Dean of the Faculty of Applied Science and Engineering, University of Toronto, Toronto 5, Ontario.
4.	Mr. E.S. Jarvis Interim Chairman	60 Mattice Road, Islington, Ontario.
5.	Reverend David McGuire	Rector, Christ The King Anglican Church, 19 Tunbridge Crescent, Etobicoke, Ontario.
6.	Mr. G.F. Turner	Vice-President, Goodyear Tire and Rubber Company of Canada Limited, 3050 Lakeshore Blvd West., Toronto, Ontario.
7.	Mr. Spyros S. Vozoris	President, S.S. Vozoris Structural Consultants Limited, 4195 Dundas Street West, Toronto, Ontario.
8.	Dr. Anne Curtin	34 Rexdale Drive, Rexdale, Ontario.

MUNICIPAL APPOINTMENTS:

1.	Etobicoke Township	Mr. C.C. Muir, 48 Cliveden Avenue, Toronto 18, Ontario.
2.		Mr. Donald White, 58 Riverwood Parkway, Toronto 18, Ontario.
3.	York Township	Father Bartholomew DeSimone, Church of The Immaculate Conception, 4 Richardson Avenue, Toronto 13, Ontario.
4.		Dr. Norman Gunn, 3 Queens Drive, Weston, Ontario.

Area 6 - HUMBER COLLEGE OF APPLIED ARTS AND TECHNOLOGY

OF GOVERNORS — January, 1970

of Regents Appointments — Term Ends Dec. 31

Mr. Sidney L. Britton Vice-Chairman	263 Dixon Road, Apt. 1605, Weston, Ontario.	1973
Mr. Ann Curtin	34 Riverdale Drive, Rexdale, Ontario.	1970
Mr. W. Farguhar	Business Manager, Local Union 353, International Brotherhood of Electrical Workers, 717 Church Street, Toronto, Ontario.	1971
Mrs. Florence Gell	76 Delemere Avenue, Toronto 9, Ontario.	1972
Mr. E. S. Jarvis Chairman	365 Russell Hill Road, Toronto 7, Ontario.	1970
Rev. David McGuire	Rector, St. Mary's Anglican Church, 100 Yonge Street, Richmond Hill, Ontario.	1972
Mr. Glynn F. Turner	Vice-President, Goodyear Tire & Rubber Co. of Canada, 3059 Lakeshore Blvd. W., Toronto, Ontario.	1971
Mr. Spyros S. Vozoris	President, S. S. Vozoris Structural Consultants Ltd., 4195 Dundas St. West, Toronto, Ontario.	1973

cipal Appointments

Borough of Etobicoke8	Mr. C. C. Muir, 48 Cliveden Avenue, Toronto 18, Ontario.	1970
Borough of Etobicoke	Mr. Donald White, 58 Riverwood Parkway, Toronto 18, Ontario.	1972
Borough of York	Father Bartholomew DeSimone, Church of The Immaculate Conception, 4 Richardson Ave., Toronto 15, Ontario.	1971
Borough of York	Dr. Norman Gunn, 3 Queens Drive, Weston, Ontario.	1973

SENECA COLLEGE OF APPLIED ARTS & TECHNOLOGY

Inaugural Meeting
August 30th 1966.

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 7

Township of North York and all municipalities within the County of York not included in the present Metropolitan Toronto area.

COUNCIL OF REGENTS APPOINTMENTS:

1.	Mr. Edward C. Bovey 2 years	President, Northern & Central Gas Co. Ltd., 170 University Avenue, Toronto 1.
2.	Rev. Alfred J. Colliard S.J. Vice-chairman 1 year	Rector, Brebeuf High School, 211 Steeles Avenue, Willowdale, Ontario.
3.	Miss Grace Carter 1 year	21 Princess Avenue, Willowdale, Ontario.
4.	Dr. T.H. Leith 3 years	25 Wicklow Drive, Agincourt, Ontario.
5.	Dr. F.W. Minkler, Chairman 3 years	Director of Education, North York Board of Education, 15 Oakburn Crescent, Willowdale, Ontario.
6.	Mr. W.V. Moore 4 years	10 Strathallan Blvd., Toronto, Ontario.
7.	Mr. C. Trower 4 years	20 St. Dennis Drive, Apartment 22, Don Mills, Ontario.
8.	To Be Appointed.	

MUNICIPAL APPOINTMENTS:

1.	York County 1 year	Mr. Norman Garriock Box 54, Woodbridge, Ontario.
2.		Mr. Cleary J. Palmer, 6 Seine Cliff Road, Thornhill, Ontario.
3.	North York Township 3 years.	Reeve Jas. D. Service, 6 Courtwood Place, Willowdale, Ontario.
4.	3 years	Controller B. Hall, 87 Forest Grove Drive, Willowdale, Ontario.

Area 7 - SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS

February, 1970

Council of Regents Appointments

			Term Ends Dec. 31
1.	Mr. Edwar C. Bovey	President, Northern & Central Gas. Co. Ltd., Toronto-Dominion Centre, Room 4600, Toronto 1, Ont.	1972
2.	Miss Grace Carter	21 Princess Avenue, Willowdale, Ontario.	1971
3.			
4.	Dr. T. H. Leith	25 Wicklow Drive, Agincourt, Ontario.	1973
5.	Dr. F. W. Minkler Chairman	483 Summerhill Avenue, Toronto, Ontario.	1973
6.	Mr. W. V. Moore	50 Fifeshire Road, Willowdale, Ontario.	1970
7.	Dr. Arthur Porter	Dept. of Industrial Engineering, University of Toronto, Toronto 5, Ontario.	1972
8.	Mr. C. Trower	20 St. Dennis Dr., Apt. 22, Don Mills, Ontario.	1970

Municipal Appointments

1.	York County Vice-Chairman	Mr. Norn Garriock, Box 54, Woodbridge, Ontario.	1971
2.	York County	Mr. D. Plaxton, 116 Yonge Street North, Richmond Hill, Ontario.	1970
3.	Borough of North York	Alderman R. O. Roche, 12 Knightswood Road, Toronto 12, Ontario.	1973
4.	Borough of North York	Controller B. Hall, 87 Forest Grove Drive, Willowdale, Ontario.	1972

SENECA COLLEGE OF APPLIED ARTS & TECHNOLOGY AREA NO. 7

BOARD OF GOVERNORS

(Subsequent to the first Board - see previous page)

1967	1968	1969	1970	1971	1972
COUNCIL OF REGENTS APPOINTMENTS					
E.C. Bovey	E.C. Bovey	E.C. Bovey	E.C. Bovey	E.C. Bovey	E.C. Bovey
Miss M.G. Carter	Miss M.G. Carter	Miss M.G. Carter	Miss M.G. Carter	Miss M.G. Carter	Miss M.G. Carter
*Rev. A.J. Colliard	**Rev. A.J. Colliard	**Rev. A.J. Colliard	Dr. T. H. Leith	Rev. P. Cusack	Rev. P. Cusack
Dr. T. H. Leith	Dr. T.H. Leith	Dr. T.H. Leith	*Dr. F.W. Minkler	Rev. J. Hunter	Rev. J. Hunter
*Dr. F.W. Minkler	*Dr. F.W. Minkler	*Dr. F.W. Minkler	W.V. Moore	Dr. T.H. Leith	Dr. T.H. Leith
W.V. Moore	W.V. Moore	W.V. Moore	Dr. A. Porter	W.V. Moore	W.V. Moore
Dr. A. Porter	Dr. A. Porter	Dr. A. Porter	C.M. Trower	Dr. A. Porter	Dr. A. Porter
C.M. Trower	C.M. Trower	C.M. Trower		C.M. Trower	C.M. Trower
MUNICIPAL APPOINTMENTS					
R.N. Garriock	R.N. Garriock	R.N. Garriock	**R.N. Garriock	*R.N. Garriock	*R.N. Garriock
Dr. B.H. Hall	Dr. B.H. Hall	Dr. B.H. Hall	Dr. B.H. Hall	Dr. B.H. Hall	Dr. B.H. Hall
D.G. Plaxton	D.G. Plaxton	D.G. Plaxton	D.G. Plaxton	**D.G. Plaxton	**D.G. Plaxton
J.D. Service	J.D. Service	J.D. Service	R.O. Roche	R.O. Roche	R.O. Roche

* Chairman

** Vice-Chairman or Chairmen

Inaugural Meeting, December 6, 1966

SHERIDAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 8

Mrs. J. C. Armstrong	R. R. #3 Streetsville, Ontario
Rev. Canon J. M. Bell	Headmaster Appleby College Oakville, Ontario
Mr. John Kane	President Local 90593, O.C.A.W.Y.U. 5454 Cornwall Crescent Burlington, Ontario
Mr. William J. Kelly	Department Manager Canada Packers Limited 6507 Dixie Road R. R. #2 Malton, Ontario
Mr. John W. Ostler	President Canadian Meter Company Milton, Ontario
Mr. John C. Ronson	Manager The Steel Company of Canada 868 Falcon Boulevard Burlington, Ontario
Mr. J. A. Turner Chairman	Director of Education Toronto Township 11 Oakwood Avenue North Port Credit, Ontario
Mr. H. C. Merry	266 Spruce Street Oakville, Ontario
Mr. H. H. Hinton	24 Park Avenue Acton, Ontario
Mr. W. Leavens	Box 99 Bolton, Ontario
Dr. D. C. Williams	3359 Mississauga Road North R. R. #2 Streetsville, Ontario
Mr. A. A. Martin Interim Secretary-Treasurer	1348 Hurontario Street Port Credit, Ontario

29/12/66

Area 8 - SHERIDAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS — January, 1970

Council of Regents Appointments		Term Ends Dec. 31
1. Mrs. J. C. Armstrong Vice-Chairman	R. R. 3, Streetsville, Ontario.	1973
2. Rev. Canon J.A.M. Bell Chairman	302 Trafalgar Road, Oakville, Ontario.	1972
3. Mr. John F. Kane	President, Local 90593, O.C.A.W.I.U., 5454 Cornwall Crescent, Burlington, Ontario.	1970
4. Mr. William J. Kelly	Department Manager, Canada Packers Limited, 6507 Dixie Road, R. R. 2, Malton, Ontario.	1971
5. Mr. John W. Ostler	President, Canadian Meter Company, Milton, Ontario.	1972
6. Mr. John C. Ronson	Manager, The Steel Company of Canada Limited, 868 Falcon Blvd., Burlington, Ontario.	1970
7. Mr. J. A. Turner	Director of Education, Peel County Board of Education, 90 Dundas Street West, Mississauga, Ontario.	1971
8. To be appointed		1973

Municipal Appointments		
1. Halton County	Mr. H. H. Hinton, 24 Park Avenue, Acton, Ontario.	1971
2. Halton County	Dr. C. A. Martin, 57 Martin St., Milton, Ontario.	1972
3. Peel County	Mr. W. R. Cooper, R. R. 1, Brampton, Ontario.	1970
4. Peel County	Mrs. G. L. Porter Bolton, Ontario.	1973

Sheridan

COLLEGE OF APPLIED ARTS & TECHNOLOGY

BOARD OF GOVERNORS

(Subsequent to the first Board - see previous page)

1967	1968	1969	1970	1971
COUNCIL OF REGENTS APPOINTMENTS				
Mrs.J.C.Armstrong	Mrs.J.C.Armstrong	**Mrs.J.C.Armstrong	**Mrs.J.C.Armstrong	
Dr. J.A.M. Bell	Dr. J.A.M. Bell	Dr. J.A.M. Bell	*Dr. J.A.M. Bell	*Dr. J.A.M. Bell
Mr. J.F. Kane	Mr. J.F. Kane	Mr. J.F. Kane	Mr. J.F. Kane	Mr. J.F. Kane
Mr. Wm. J. Kelly	Mr. Wm. J. Kelly	Mr. Wm. J. Kelly	Mr. Wm. J. Kelly	Mr. Wm. J. Kelly
**Mr. J.W. Ostler	Mr. J.W. Ostler	Mr. J.W. Ostler	Mr. J.W. Ostler	Mr. J.W. Ostler
Mr. J.C. Ronson	**Mr. J.C. Ronson	*Mr. J.C. Ronson	Mr. J.C. Ronson	Mr. J.C. Ronson
*Mr. J.A. Turner	*Mr. J.A. Turner	Mr. J.A. Turner	**Mr. J.A. Turner	Mr. J.A. Turner
			c Mr. A.K. Webb	Mr. R.K. Webb
				Mrs. C.A. Kee
MUNICIPAL APPOINTMENTS				
Halton:				
Mr. H.H. Hinton	Mr. H.H. Hinton	Mr. H.H. Hinton	Mr. H.H. Hinton	**Mr. H.H. Hinton
Mr. H.C. Merry	Mr. H.C. Merry	Dr. C.A. Martin	Dr. C.A. Martin	Dr. C.A. Martin
Peel:				
Mr. W. Leavens	Mr. W. Leavens	Mrs.G.L. Porter	Mrs. G.L. Porter	Mrs. G.L. Porter
Dr. D.C. Williams				
a Mr. Wm.R. Cooper	Mr. Wm.R. Cooper	Mr. Wm.R. Cooper	Mr. Wm.R. Cooper	
			b Mr. Wm.M. Cooke	Mr. Wm. M. Cooke

a) Completing term of Dr.D.C.Williams
b) Completing term of Mr.W.R.Cooper
c) Completing term of Mrs. J.C.Armstrong

* Chairman
** Vice-Chairman or Chairmen

REA NO. 8

1972

. J.A.M. Bell
. J.F. Kane
. Wm. J. Kelly
. J.W. Ostler
. J.C. Ronson
. J.A. Turner
. R.K. Webb
s. C.A. Kee

. H.H. Hinton
. C.A. Martin

s. G.L. Porter

. Wm.M. Cooke

MOHAWK COLLEGE OF APPLIED ARTS & TECHNOLOGY

Inaugural Meeting
September 28th 19[illegible]

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 9

Wentworth, Brant, Townships of Oneida, Seneca, N. Cayuga, Walpole and Rainham in the County of Haldimand; Townships of N.Grimsby, S. Grimsby and Caistor in the County of Lincoln.

COUNCIL OF REGENTS APPOINTMENTS:

1.	Mr. George Clemons	Dufferin Avenue, Brantford, Ontario.
2.	Mr. D.O. Davis,	Vice President of Engineering, Dominion Foundries and Steel Limited, Hamilton, Ontario.
3.	Dr. J.W. Hodgins	Dean of Engineering, McMaster University, Hamilton, Ontario.
4.	Mrs. Katherine A. McAuley	18 Maple Avenue, Grand Vista Gardens, Dundas, Ontario.
5.	Mr. J.G. Smith, Vice-chairman	President, Mohawk Mills Limited, Box 119, Station "C", Hamilton, Ontario.
6.	Mr. James Stowe	5 East 36 Street, Hamilton, Ontario.
7.	Judge W.K. Warrender Chairman	Court House, Main Street, Hamilton, Ontario.
8.	Mr. Byron F. Wood	14 Park Road South, Grimsby, Ontario.

MUNICIPAL APPOINTMENTS

1.	Brantford	Mr. H.L. Waterous 15 Inwood Drive, Brantford, Ontario.
2.	Hamilton	Mr. William T. Lisson, International Staff Representative of United Steelworkers of America, 1031 Barton Street East, Hamilton, Ontario.
3.	Brant County	Dr. John A. Charlton R.R. No. 1, Paris, Ontario.
4.	Wentworth County	Deputy-reeve J.E. Milne, 1405 Pigott Building, 36 James Street S., Hamilton, Ontario.

Area 9 - MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS — January, 1970

Council of Regents Appointments		Term Ends Dec. 31
1. Mr. George M. Clemons	226 Dufferin Avenue, Brantford, Ontario.	1971
2. Mr. J. S. Gillespie	Ridge Road East, Grimsby, Ontario.	1970
3. Dr. J. W. Hodgins	Dean of Engineering, McMaster University, Hamilton, Ontario.	1970
4. Mrs. Katherine A. McAuley	18 Maple Drive, Dundas, Ontario.	1972
5. Mr. J. H. Moore	Commissioner, Hamilton Economic Development Council, 90 King Street East, Hamilton, Ontario.	1973
6. Mr. J. G. Smith Vice-Chairman	President, Mohawk Mills Limited, Box 119, Station C, Hamilton, Ontario.	1972
7. Dr. James Stowe	5 East 36th Street, Hamilton, Ontario.	1971
8. Judge W. K. Warrender Chairman	c/o Mohawk College, Fennell Ave. & West 5th Street, Hamilton, Ontario.	1973

Municipal Appointments		
1. Brantford Vice-Chairman	Mr. H. L. Waterous, 15 Inwood Drive, Brantford, Ontario.	1973
2. Hamilton	Mr. Wm. F. Lisson, Industrial Staff Rep., United Steel Workers of America, 1031 Barton St. East, Hamilton, Ontario.	1970
3. Brant County	Dr. John A. Charlton, R. R. 1, Paris, Ontario.	1972
4. Wentworth County	Deputy-Reeve J. E. Milne, 1405 Pigott Building, 36 James Street South, Hamilton, Ontario.	1971

MOHAWK COLLEGE OF APPLIED ARTS & TECHNOLOGY AREA NO. 9

BOARD OF GOVERNORS
(Subsequent to the first Board - see previous page)

1967	1968	1969	1970	1971	1972
CIL OF REGENTS APPOINTMENTS					
M. Clemons	G. M. Clemons	G. M. Clemons	G. M. Clemons	G. M. Clemons	J. R. Dymond
O. Davis	J. H. Moore	J. H. Moore	J. H. Moore	J. H. Moore**	J. H. Moore **
W. Hodgins	J. W. Hodgins	J. W. Hodgins	J. W. Hodgins	J. W. Hodgins	J. W. Hodgins
A. McAuley	K. A. McAuley	K. A. McAuley	K. A. McAuley	K. A. McAuley	K. A. McAuley
G. Smith **	J. G. Smith **	J. G. Smith **	J. G. Smith **	J. G. Smith *	J. G. Smith * resigned April '72
Stowe	J. Stowe	J. Stowe	J. Stowe	J. Stowe	J. Stowe
K. Warrender*	W. K. Warrender *	W. K. Warrender *	W. K. Warrender*	J. D. Mitchell	J. D. Mitchell
F. Wood	B. F. Wood	J. S. Gillespie	J. S. Gillespie	J. S. Gillespie	J. S. Gillespie
IPAL APPOINTMENTS					
L. Waterous**	H. L. Waterous**	H. L. Waterous**	H. L. Waterous**	H. L. Waterous**	H. L. Waterous *
F. Lisson	W. F. Lisson	W. F. Lisson	W. F. Lisson	W. F. Lisson	W. F. Lisson**
. Charlton	J. A. Charlton	J. A. Charlton	J. A. Charlton	J. A. Charlton	J. A. Charlton
E. Milne	J. E. Milne	J. E. Milne	J. E. Milne	J. E. Milne	A. Kitchen
hairman					
ice-Chairman or	Chairmen				

NIAGARA COLLEGE OF APPLIED ARTS & TECHNOLOGY

Inaugural Meeting
November 23rd, 19

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 10
Welland and adjacent areas of Haldimand and Lincoln

COUNCIL OF REGENTS APPOINTEES:

1.	Mrs. Rupert Buchanan	100 Glenwood Avenue, St. Catharines, Ontario.
2.	Mr. Ivan D. Buchanan Vice-chairman.	378 Niagara Street, St. Catharines, Ontario.
3.	Mr. Paul Forestell Chairman.	221 Division Street, Welland, Ontario.
4.	Mr. Ernest Goldsmith	Registrar, Brock University, St. Catharines, Ontario.
5.	Mr. W.R. Koth	Manager, Nickel Refining Division, International Nickel Co. of Canada Ltd., 28 Catharine Street, Port Colborne, Ontario.
6.	Dr. D.M. MacDonald,	President, H.G. Acres & Co. Ltd., 1259 Dorchester Street South, Niagara Falls, Ontario.
7.	Mr. R.T. Sawle	Blenkhorn & Sawle Ltd., Electrical Engineers & Company, P.O. Box 1010, St. Catharines, Ontario.
8.	Mr. Alex Sharpe	Area Supervisor, United Steelworkers of America, 214 King Street West, Welland, Ontario.

MUNICIPAL APPOINTEES:

1.	Niagara Falls	Alderman F. Phillip Downie, 3026 Dorchester Street South, Niagara Falls.
2.	Welland	Mayor A. Pietz, 500 Forkes Road West, Welland, Ontario.
3.	St. Catharines	Mr. M.F. Furnell, 6 Wychwood Avenue, St. Catharines, Ontario.
4.	Port Colborne	Mr. R.C. Harwood, General Manager, Maple Leaf Milling Co., Port Colborne, Ontario.

Area 10 - NIAGARA COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS — January, 1970

Council of Regents Appointments — Term Ends Dec. 31

1.	Mrs. Rupert Buchanan	100 Glenwood Avenue, St. Catharines, Ontario.	1972
2.	Mr. Ivan D. Buchanan Chairman	378 Niagara Street, St. Catharines, Ontario.	1972
3.	Mr. Paul Forestell	6 First Avenue, Welland, Ontario.	1973
4.	Mr. Ernest Goldsmith	Registrar, Brock University, St. Catharines, Ontario.	1970
5.	Mr. W. H. Burton	P. O. Box 113, Fonthill, Ontario.	1970
6.	Dr. D. H. MacDonald	President, H.G. Acres & Co. Ltd., 1259 Dorchester St. S., Niagara Falls, Ontario.	1971
7.	Mr. R. T. Sawle	Vice-President, Blenkhorn & Sawle Limited, Electrical Engineers & Co., Grantham Avenue, St. Catharines, Ontario.	1973
8.	Mr. Alex Sharp	Area Supervisor, United Steelworkers of America, 214 King Street West, Welland, Ontario.	1971

Municipal Appointments

1.	Niagara Falls	Mr. Charles Cheeseman Westlane Secondary School, 1960 Pitton Road, Niagara Falls, Ontario.	1970
2.	Welland	Alderman Edward Mateka, 38 Parkway Avenue, Welland, Ontario.	1972
3.	St. Catharines	Mr. M. F. Pummell, 6 Wychwood Avenue, St. Catharines, Ontario.	1973
4.	Port Colborne Vice-Chairman	Mr. R. C. Harwood, General Manager, Maple Leaf Milling Company, Port Colborne, Ontario.	1971

BOARD OF GOVERNORS
(Subsequent to the first Board - see previous page)

1967	1968	1969	1970	1971	1972
COUNCIL OF REGENTS APPOINTMENTS					
I.D.Buchanan* St. Catharines M.P.Forestell, Q.C Welland Mrs. R. Buchanan St. Catharines E. Goldsmith St. Catharines W.R.Koth, Port Colborne Dr. D.H.MacDonald Niagara Falls R.T.Sawle St. Catharines A. Sharp Welland	I. D. Buchanan* St. Catharines M.P.Forestell ** Welland Mrs. R.Buchanan St. Catharines E. Goldsmith St. Catharines W.R.Koth Port Colborne Dr. D.H.MacDonald Niagara Falls R.T.Sawle St. Catharines	I.D. Buchanan * St. Catharines M.P.Forestell** Welland Mrs.R.Buchanan St. Catharines E. Goldsmith St. Catharines Dr.D.H.McDonald Niagara Falls R.T.Sawle St. Catharines A.Sharp Welland Member to be appointed-Pt. Colborne	I.D.Buchanan* St. Catharines Mrs. R.R.Buchanan St. Catharines W.H.Burton Fonthill M.P.Forestell Q.C. Welland E. Goldsmith St. Catharines Dr.D.H.MacDonald Niagara Falls R.T.Sawle St. Catharines A.Sharp Welland	Dr.D.H.MacDonald** Niagara Falls I.D.Buchanan St. Catharines Mrs. R.Buchanan St. Catharines W. H. Burton Fonthill M.P.Forestell QC Welland E. Goldsmith St. Catharines R.T.Sawle St. Catharines A. Sharp Welland	R.T.Sawle * St. Catharines A.Sharp ** Welland I.D.Buchanan St. Catharines W.H. Burton Fonthill E. Goldsmith St. Catharines Miss H. Kilty Welland Dr.D.H.MacDonald Niagara Falls Dr.L.W.C.Sturgeon Welland
MUNICIPAL APPOINTMENTS					
F. P. Downie Niagara Falls R. C. Harwood Port Colborne A. Pietz Welland M.F. Pummel St. Catharines	F. P. Downie Niagara Falls R. C. Harwood Port Colborne A. Pietz Welland M.P. Pummel St. Catharines	C. Cheeseman Niagara Falls R.C.Harwood Pt. Colborne E. Mateka Welland M.F.Pummell St. Catharines	R.C.Harwood ** Pt. Colborne C. Cheeseman Niagara Falls E. Mateka Welland M.F.Pummell St. Catharines	R.C.Harwood * Port Colborne C. Cheeseman Niagara Falls E. Mateka Welland M.F.Pummell St. Catharines	G.H.Hamilton Niagara Falls R.C.Harwood Port Colborne Mrs. H.H.Lancaste St.Catharines Mrs. I. Stevens Welland

* Chairman
** Vice-Chairman or Chairmen

FANSHAWE COLLEGE OF APPLIED ARTS & TECHNOLOGY

Inaugural Meeting
September 13th 1966.

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 11

Districts of Middlesex, Elgin, Norfolk and Oxford

COUNCIL OF REGENTS APPOINTMENTS:

1.	Mr. George E. Beedle	Manager, London Housing Authority, 340 Wellington Street North, London, Ontario.
2.	Dean D. Bocking	Dean of Medicine, University of Western Ontario, London, Ontario.
3.	Mrs. V.M. Cryderman	12 Chalmers Avenue, London, Ontario.
4.	Dean R.M. Dillon, Vice-Chairman	Faculty of Engineering Science, University of Western Ontario, London, Ontario.
5.	Dr. C.M. Finlay	458 Talbot Street, St.Thomas, Ontario.
6.	Mr. John G. Laurie, Chairman.	Director of Purchases, Minnesota Mining & Manufacturing of Canada Ltd., London, Ontario.
7.	Mrs. Jean Watson	Innerkip, Ontario.
8.	Mr. Dana G. Porter	R.R. #2, Port Stanley, Ontario.

MUNICIPAL APPOINTMENTS:

1.	Simcoe	Mr. G.H. Fort, Q.C., 46 Norfolk Street North, Simcoe, Ontario.
2.	St.Thomas	Dr. E.S. Hagerman, 33 White Street, St.Thomas, Ontario.
3.	Woodstock	Mr. George A. Simmons, Principal, College Avenue Secondary School, Woodstock, Ontario.
4.	London	Controller Margaret A. Fullerton, c/o City Hall, London, Ontario.

Area 11 - FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARDS OF GOVERNORS

March, 1970

Council of Regents Appointments

Term Ends Dec. 31

1.	Mr. George E. Beddle	Manager, London Housing Authority, 340 Wellington St. N., London, Ontario.	1972
2.	Dr. D. Bocking Chairman	Dean of Medicine, University of Western Ontario, London, Ontario.	1973
3.	Dean R. M. Dillon	Faculty of Engineering Science, University of Western Ontario, London, Ontario.	1973
4.	Dr. C. M. Finlay Vice-Chairman	548 Talbot Street, St. Thomas, Ontario.	1972
5.	Mr. John G. Laurie	Director of Purchases, Minnesota Mining & Manufacturing of Canada Limited, P. O. Box 2757, London, Ontario.	1970
6.	Mr. Dana G. Porter	R. R. 2, Port Stanley, Ontario.	1971
7.	Mr. J. Andrew Stewart	Ailsa Craig, Ontario.	1970
8.	Mrs. Jean Watson	Innerkip, Ontario.	1971

Municipal Appointments

1.	Simcoe	Miss Helen I. White, 35 Simcoe Blvd., Simcoe, Ontario.	1973
2.	St. Thomas	Mr. C. R. Callowhill, R. R. #4, St. Thomas, Ontario.	1970
3.	Woodstock	Mr. George A. Simmons, Director of Education, Woodstock Board of Education, P. O. Box 636, Woodstock, Ont.	1972
4.	London	Mr. T. T. Ferris, Principal, G. A. Wheable Secondary School, 70 Jacqueline Avenue, London, Ontario.	1971

ST. CLAIR COLLEGE OF APPLIED ARTS & TECHNOLOGY

Inaugural Meetin
July 12th, 1966.

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 12

Counties of Essex and Kent including the cities
of Windsor and Chatham

COUNCIL OF REGENTS APPOINTMENTS:

1.	Dr. Frank DeMarco Chairman	Vice-president University of Windsor Windsor, Ontario.
2.	Mr. J.G. Griffiths	Director of Education, 60 Faircourt Street, Chatham, Ontario.
3.	Mr. K.E. Hansen	50 King Street West, Chatham, Ontario.
4.	Dr. Ward Koch	Director of Research Station, Department of Agriculture, Box 370, Harrow, Ontario.
5.	Mr. George A. Lacy	Director of Production Planning, Chrysler Canada Limited, Windsor, Ontario.
6.	Mr. David McWilliams Vice-president	604 Canada Building, Windsor, Ontario.
7.	Miss S.M. Roach	Director of Nursing, University of Windsor, Windsor, Ontario.
8.	Mr. Allan E. Schroeder	Education Director, UAW-CIO, 1568 Ouellette Avenue, Windsor, Ontario.

MUNICIPAL APPOINTMENTS:

1.	Windsor	Miss Clare Coughlin 3059 Alexander Street, Windsor, Ontario.
2.		Dr. Howard McCurdy, University of Windsor, Windsor, Ontario.
3.	Essex County	Mr. Anthony Dufour, Deputy Reeve, Township of Amherstburg, Amherstburg, Ontario.
4.	Kent County	Dr. J.R. Holmes, 510 Wellington Street, Wallaceburg, Ontario.

Area 12 - ST. CLAIR COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS — February, 1970

Council of Regents Appointments — Term Ends Dec. 31

1.	Mr. David I. McWilliams, Q.C.,	604 Canada Building, Windsor, Ontario.	1970
2.	Mr. George A. Lacy Chairman	Director of Production Planning, Chrysler Canada Limited, Windsor, Ontario.	1971
3.	Dr. Frank A. McMarco	Vice-President, University of Windsor, Windsor, Ontario.	1970
4.	Mr. S. Keen Vice-Chairman	Imperial Oil Limited, 132 King Street West, Chatham, Ontario.	1973
5.	Mr. R. W. Meanwell	Meanwell, Goodwin & Co., Chartered Accountants, 402 Canada Trust Building, Windsor, Ontario.	1972
6.	Mr. Ronald Moon	20 Homewood Avenue, Chatham, Ontario.	1972
7.	Miss F. M. Roach,	Director, School of Nursing, University of Windsor, Windsor, Ontario.	1971
8.	Mr. R. J. Wilkes	Chief Engineer, Viking Pump Co. of Canada Ltd., 661 Grove Avenue, Windsor, Ontario.	1973

Municipal Appointments

1.	Windsor	Miss Claire Coughlin, 3095 Alexander Street, Windsor, Ontario.	1970
2.	Windsor	Dr. Howard D. McCurdy, University of Windsor, Windsor, Ontario.	1973
3.	Essex County	Mr. C. A. Keeley, Clerk, County of Essex & Juvenile Court, 2921 Manchester Road, Windsor, Ontario.	1972
4.	Kent County	Dr. J. R. Holmes, 510 Wellington Street, Wallaceburg, Ontario.	1971

ST. CLAIR COLLEGE OF APPLIED ARTS & TECHNOLOGY

ARF NO. 12

BOARD OF GOVERNORS

1966 FIRST BOARD	1967	1968	1969	1970	1971
COUNCIL OF REGENTS APPOINTMENTS					
Dr. F. A. DeMarco*	Dr. F. A. DeMarco*	Dr. F. A. DeMarco	Dr. F. A. DeMarco	Dr. F. A. DeMarco	Mr. G. A. Lacy*
Mr. J. G. Griffith	Mr. J. G. Griffith	Mr. J. G. Griffith	Mr. G. A. Lacy**	Mr. G. A. Lacy*	Mr. D. I. McWilliams
Mr. K. E. Hansen	Mr. K. E. Hansen	Mr. G. A. Lacy**	Mr. D.I. McWilliams*	Mr. D. I. McWilliams	Mr. R. Moon
Dr. L. W. Koch	Dr. L. W. Koch	Mr. D. I. McWilliams*	Miss F. M. Roach	Mr. S. Keen**	Mr. R. W. Meanwell
Mr. G. A. Lacy	Mr. G. A. Lacy	Miss F. M. Roach	Mr. S. Keen	Mr. R. Moon	Judge T.G. Zuber
Mr. D. I. McWilliams**	Mr. D.I.McWilliams**	Mr. R. G. Nelles	Mr. R. Moon	Mr. R. W. Meanwell	Mr. A. E. Downing
Miss F. M. Roach	Miss F. M. Roach	Mr. A. Schroeder	Mr. R. J. Wilkes	Mr. D. D. Yates	Mrs. R. R. Easton
Mr. A. Schroeder	Mr. A. Schroeder	Mr. S. Keen	Mr. R. G. Nelles	Miss M. E. Weller	Miss M. E. Weller
MUNICIPAL APPOINTMENTS					
Miss C. Coughlin	Miss C. Coughlin	Miss C. Coughlin	Miss C. Coughlin	Miss C. Coughlin	Miss C. Coughlin
Mr. A. Dufour	Dr. J. R. Holmes	Dr. J. R. Holmes	Dr. J. R. Holmes	Dr. H. D. McCurdy	Dr. H. D. McCurdy**
Dr. J. R. Holmes	Dr. H. D. McCurdy	Dr. H. D. McCurdy	Dr. H. D. McCurdy	Mr. C. A. Keeley	Mr. C. A. Keeley
Dr. H. D. McCurdy	Mr. C. A. Keeley	Mr. C. A. Keeley	Mr. C. A. Keeley	Mr. D. B. Benn	Mr. D. B. Benn

* Chairman
** Vice Chairman or Chairmen

ST. CLAIR COLLEGE OF) IED ARTS & TECHNOLOGY

AREA) . ___

BOARD OF GOVERNORS

(Subsequent to the first Board - see previous page)

1972	1973	1974	1975	1976
OUNCIL OF REGENTS APPOINTMENTS				
Mr. G. A. Lacy Mr. D. I. McWilliams Mr. R. Moon Mr. R. W. Meanwell Miss M. E. Weller Mr. A. E. Downing Mr. L. Batterson Mr. N. H. Haines	Mr. G. A. Lacy Mr. D. I. McWilliams Mr. R. W. Meanwell Miss M. E. Weller Mr. L. Batterson Mr. N. H. Haines** Mr. R. Moon Mr. A. E. Downing	Mr. G. A. Lacy Mr. R. W. Meanwell Miss M. E. Weller Mr. L. Batterson Mr. M. L. Saurini Mr. K. McCleary Mr. R. M. Armaly Dr. H. D. McCurdy*	Mr. G. A. Lacy Mr. R. W. Meanwell Mr. L. Batterson** Mrs. R. R. Easton* Mr. M. L. Saurini Mr. K. McCleary Mr. R. M. Armaly Dr. M. L. Petras	Mrs. R. R. Easton* Mr. L. Batterson** Mr. M. L. Saurini Mr. R. M. Armaly Dr. M. L. Petras Mr. C. W. Case Mr. R. C. Gates
MUNICIPAL APPOINTMENTS				
Mrs. R. R. Easton Dr. H. D. McCurdy* Mr. C. A. Keeley** Rev. J. E. Burr	Mrs. R. R. Easton Dr. H. D. McCurdy* Mr. C. A. Keeley** Mr. B. J. Sullivan	Mrs. R. R. Easton Mr. C. A. Keeley** Dr. A. W. Lampe Mr. B. J. Sullivan	Mr. B. J. Sullivan** Dr. A. W. Lampe Mr. T. S. Toth Mr. F. Cada	Mr. B. J. Sullivan** Dr. A. W. Lampe Mr. T. S. Toth Mr. F. Cada

* Chairman
** Vice Chairman or Chairmen

LAMBTON COLLEGE OF APPLIED ARTS & TECHNOLOGY

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 13 , Inaugural Meeting May/June 1966.

County of Lambton

COUNCIL OF REGENTS APPOINTMENTS:

1.	Mr. Harrison Corey, Sr.	Corey Oil Company Limited, Petrolia, Ontario.
2.	Mr. A. Louis Eddy	316 Christina Street North, Sarnia, Ontario.
3.	Dr. W.G. Forbes Chairman	Assistant Manager, Research and Development Division, Polymer Corporation, Sarnia, Ontario.
4.	Mr. J.C. Maguire	Manager, Engineering Division, Imperial Oil Enterprises Limited, P.O. Box 3015, Sarnia, Ontario.
5.	Dr. R. Rowzee	President, Polymer Corporation, Sarnia, Ontario
6.	Mrs. John M. Russell	R.R. No.3, Thedford, Ontario.
7.	Dr. Robert Sussex	Florence, Ontario.
8.	Mr. Guy Tyndall	317 Maxwell Street, Sarnia, Ontario.

MUNICIPAL APPOINTMENTS:

1.	Sarnia	Alderman George W. Parker, 158 Watson Street, Sarnia, Ontario.
2.		Mr. Henry T. Ross, Mayor, City of Sarnia, City Hall, 312 North Brock Street, Sarnia, Ontario.
3.	Lambton County	Mr. James Huctwith Forest, Ontario.
4.		Mr. B.A. Logan, Vice-chairman R.R. No. 3, Sarnia, Ontario.

Area 13 - LAMBTON COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS — February, 1970

Council of Regents Appointments — Term Ends Dec. 31

1.	Mr. E. H. Brohman	Principal, Lambton Central C.V.I., Box 5100, Petrolia, Ontario.	1970
2.	Mrs. Gwen Burchill	Watford, Ontario.	1971
3.	Mr. Harrison Corey, Sr.	Corey Oil Company Ltd., Petrolia, Ontario.	1970
4.	Dr. W. F. Forbes Chairman	Assistant Manager, Research & Development, Polymer Corp. Ltd., S. Vidal Street, Sarnia, Ontario.	1972
5.	Mr. J. C. Maguire	Manager, Engineering Division, Imperial Oil Enterprises Ltd., P. O. Box 3015, Sarnia, Ontario.	1973
6.	Mr. Wilbert North	Florence, Ontario.	1972
7.			
8.			1971

Municipal Appointments

1.	Sarnia	Alderman George Parker, 158 Watson Street, Sarnia, Ontario.	1970
2.	Sarnia	Mr. Henry T. Ross, 312 North Brock Street, Sarnia, Ontario.	1973
3.	Lambton County Vice-Chairman	Mr. Bert Logan, R. R. 3, Sarnia, Ontario.	1971
4.	Lambton County	Mr. George Willsie, Thedford, Ontario.	1972

THE LAMBTON COLLEGE OF APPLIED ARTS AND TECHNOLOGY

MEMBERS OF THE BOARD OF GOVERNORS area 13

June 21, 1966, Meeting #1. Terms of office drawn by lot.

H. Corey	1970	G. Parker[2]	1970
L. Eddy	1970	H.T. Ross[2]	1969
W.G. Forbes	1968	E.R. Rowzee	1967
J. Huctwith[3]	1968	*Mrs. E. Russell	1967
B. Logan[3]	1967	*R. Sussex	1968
J.C. Maguire	1969	G. Tyndall	1969

*Mrs. Russell resigned Dec. 1966.
Mr. Sussex resigned Dec. 1966.

1967

‡Mrs. G. Burchill	1967	‡W. North	1968
H. Corey	1970	‡E. Oana	1969
L. Eddy	1970	G. Parker[2]	1970
W.G. Forbes	1968	H.T. Ross[2]	1969
J. Huctwith[3]	1968	*E.R. Rowzee	1967
B. Logan[3]	1967	*G. Tyndall	1969
J.C. Maguire	1969		

‡Mrs. Burchill member as of June 1967.
Mr. North member as of June 1967.
Mr. Oana member as of December 1967.
*Mr. Rowzee resigned Dec. 1967
Mr. Tyndall resigned July 1967

1968

Mrs. G. Burchill	1971	J.C. Maguire	1969
H. Corey	1970	W. North	1968
*L. Eddy	1970	E. Oana	1969
W.G. Forbes	1968	G. Parker[2]	1970
*J. Huctwith[3]	1968	H.T. Ross[2]	1969
B. Logan[3]	1971	‡L.D. Smithers	1971

*Mr. Eddy resigned Dec. 1968.
*Mr. Huctwith resigned Dec. 1968.
‡Mr. Smithers member as of May 1968.

1 Unless otherwise indicated, appointment was made by Council of Regents
2 Appointment by City of Sarnia
3 Appointment by Lambton County

1969

‡	E.H. Brohman	1970		W. North	1972
	Mrs. G. Burchill	1971	*	E. Oana	1969
	H. Corey	1970		G. Parker[2]	1970
	W.G. Forbes	1972		H.T. Ross[2]	1969
	B. Logan[3]	1971		L.D. Smithers	1971
	J.C. Maguire	1969	‡	G. Willsie	1972

‡ Mr. Brohman member as of January 1969.
Mr. Willsie member as of January 1969.
* Mr. Oana resigned as of December 1969

1970

	E.H. Brohman	1970		W. North	1972
	Mrs. G. Burchill	1971		G. Parker[2]	1970
	H. Corey	1970		H.T. Ross[2]	1973
	W.G. Forbes	1972	*	L.D. Smithers	1971
	B. Logan[3]	1971		G. Willsie[3]	1972
*	J.C. Maguire	1973	‡	W. Gardner	1972

‡ Mr. Gardner member as of October 1970
* Mr. Smithers resigned as of Feb 1970
Mr. Maguire resigned effective Oct. 31/70

1971

E.H. Brohman	1974	‡	J.E. MacDonald	1973
Mrs. G. Burchill	1971	‡	G.R. Mills	1971
H. Corey	1974	*	W. North	1972
*W.G. Forbes	1972		H.T. Ross[2]	1973
B.A. Logan[3]	1971	‡	E.L. Weldon[2]	1974
W. Gardner	1973		G. Willsie[3]	1972

‡ Mr. MacDonald member as of Dec. 15/70
Mr. Mills member as of Dec. 15/70
Mr. Weldon member as of Jan 1/71
* Mr. North died Sept 15/71
Dr. Forbes resigned effective Dec. 10/71

1972

	E.H. Brohman	1974		J.E. MacDonald	1973
	G. Burchill	1975		G.R. Mills	1975
	W. Gardner	1973		H.T. Ross[2]	1973
‡	C.R. Lampman	1972		E.L. Weldon[2]	1974
	B.A. Logan[3]	1975		G. Willsie[3]	1972
‡	H.C. Shilliday	1972	‡	S.J. Rogers	1974

‡ Mr. Lampman member as of Feb 24/72
* Mr. Corey died Mar 26/72
‡ Mrs. Shilliday member as of July 5/72
‡ Mr. Rogers member as of July 11/72

1973

E.H. Brohman	1974	G.R. Mills	1975
G. Burchill	1975	H.T. Ross[2]	1973
W. Gardner	1973	E.L. Weldon[2]	1974
B.A. Logan[3]	1975	G. Willsie[3]	1976
H.C. Shilliday	1976	S.J. Rogers	1974

Mr. Lampman resigned December 31, 1972
Mr. MacDonald resigned April 15, 1973
Mr. Weldon resigned June 18, 1973

1974

W.A. Bradshaw	1976	G.R. Mills	1975
E.H. Brohman	1974	S.J. Rogers	1974
G. Burchill	1975	H.T. Ross[2]	1974
W. Gardner	1977	E.M. Rupar	1977
B.A. Logan[3]	1975	N.L. Shipley[2]	1977
H.C. Shilliday	1976	G. Willsie[3]	1976

Mr. Bradshaw was appointed Oct 15/73
Mrs. Rupar was appointed June 7, 1973
Mr. Shipley was appointed February 11/74

1975

CONESTOGA COLLEGE OF APPLIED ARTS AND TECHNOLOGY

MEMBERS OF THE BOARD OF GOVERNORS
FOR 1967-68

Kitchener and Waterloo.

COUNCIL OF REGIONAL APPOINTEES:

1.	Professor A. Brumen	Department of Mechanical Engineering, University of Waterloo, Waterloo, Ontario.
2.	Mr. Richard Gingerich	Staff Representative, Canadian Brotherhood of Railway Transport, 32 Yarmouth Close, Kitchener, Ontario.
3.	Mr. A.W. Hager	General Manager, Guelph Campus Co-operative, 21 College Avenue West, Guelph, Ontario.
4.	Mr. A.F. Klinkhammer	Vice-president and Treasurer, Dobbie Industries Ltd., 104 Water Street North, Galt, Ontario.
5.	Dr. Margaret McCready	Dean, MacDonald Institute, University of Guelph, Guelph, Ontario.
6.	Mr. Peter B. Mason	Vice-president - Manufacturing, B.F. Goodrich Canada Ltd., 409 Weber Street, West, Kitchener, Ontario.
7.	Mr. V.C. Polley	Administrative Director, Stratford Shakespearean Festival, Festival Theatre, Stratford, Ontario.
8.	Mr. Herbert Such	Reeve, Goderich, Ontario.

MUNICIPAL APPOINTEES:

1.	Huron County	Mr. Frank O.J. Sills, 76 Goderich Street East, Seaforth, Ontario.
2.	Perth County	Mr. Albert E. Carson, R.R. #1, Listowel, Ontario.
3.	Waterloo County	Mrs. Fred Dreger, 277 King Street West, Kitchener, Ontario.
4.	Wellington County	Dr. K.R. Fisk, Reeve, Harriston, Ontario.

Area 14 - CONESTOGA COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS — March, 1970

Council of Regents Appointments — Term Ends Dec. 31

1.	Mr. William E. Byers	Stratton, Stratton & Byers, Barristers & Solicitors, 20 Ontario Street, Stratford, Ontario.	1972
2.	Mr. Richard A. Gingerich Vice-Chairman	32 Tamroth Crescent, Kitchener, Ontario.	1971
3.	Dr. E. L. Holmes	Associate Dean of Engineering, University of Waterloo, Waterloo, Ontario.	1971
4.	Mrs. Robt. (Carol J.) Hudgins	196 Bellehaven Drive, Waterloo, Ontario.	1970
5.	Mr. A. F. Klinkhammer Chairman	33 Hillcrest Drive, Galt, Ontario.	1973
6.	Mr. Peter B. Mason	711 Westmount, Kitchener, Ontario.	1970
7.	Mr. W. S. Cowan	24 Crestwood Place, Guelph, Ontario.	1973
8.	Mr. Herbert Such	Huron Chiropractor Centre, Goderich, Ontario.	1972

Municipal Appointments

1.	Huron County Vice-Chairman	Mr. Frank C.J. Sills, 76 Goderich St. East, Seaforth, Ontario.	1973
2.	Perth County	Mr. A. W. Blowes, Clerk-Treasurer, Court House, Stratford, Ontario.	1970
3.	Waterloo County	Mrs. F. L. Dreger, R. R. 2, Breslau, Ontario.	1972
4.	Wellington County	Dr. K. R. Fisk, Reeve, Box 149, Harriston, Ontario.	1971

CONESTOGA COLLEGE OF APPLIED ARTS & TECHNOLOGY AREA NO. 14

BOARD OF GOVERNORS

(Subsequent to the first Board - see previous page)

1967	1968	1969	1970	1971	1972
COUNCIL OF REGENTS APPOINTMENTS					
	Mason Klinkhammer Gingerich Such Polley McCready Hagar	Mason Klinkhammer Such Gingerich Hagar E. L. Holmes Polley	Mason Klinkhammer Such Gingerich Mrs. Carol Hudgins Holmes	Klinkhammer Byers Hudgins Mason E. Brundrett Such	Klinkhammer Byers Mrs. D.C. Brewer Mason Wm. C. Hamilton Such D. Bott E. Brundrett
MUNICIPAL APPOINTMENTS					
	Dreger Sills Fisk A. W. Blowes Perth County Clerk Stratford, Ontario.	Dreger Sills Fisk Blowes	Blowes Dreger Fisk Sills	Blowes Dreger Sills Fisk	Dreger Fisk Sills W.C. Gerth
Chairman Vice-Chairman or	Chairmen				

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

[illegible]

Counties of [illegible], Grey, Dufferin, Simcoe and the districts of Muskoka and Parry Sound.

[illegible]

1.	Mr. J.A. [illegible]	President, [illegible] Bard & Knight Ltd., [illegible], Ontario.
2.	Dr. [illegible]	15 [illegible] Street, [illegible], Ontario.
3.	Mr. [illegible]	Staff Representative, United Steelworkers of America, 103 [illegible], Collingwood, Ontario.
4.	Mrs. [illegible]	[illegible] Road, Ontario.
5.	Mr. [illegible]	President, Lemon Metal Products, 300 Hugel Avenue East, Midland, Ontario.
6.	Mr. [illegible] Frank	Frank Motor Supply, Barrie, Ontario.
7.	Mrs. Harold S. White	Box 250, Bala, Ontario.
8.	Mr. S.P. Saunders	President, Barr-Oliver-[illegible] Ltd., Orillia, Ontario

[illegible]

1.	Grey County	Reeve Lindsay Inglis, Badjeros, Ontario.
2.	Simcoe County	Warden G.R. McTague, P.O. Box 489, Alliston, Ontario.
3.	Bruce County	~~[illegible]~~ Frank T. Field, P.O. Box 99, Teeswater, Ontario.
4.	Dufferin County	Mr. E. Staveley, Reeve, Mono Township, R. R. #4, Orangeville, Ontario.

Area 15 - GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS — January, 1970.

Council of Regents Appointments		Term Ends Dec. 31
1. Mr. J. M. Christie Vice-Chairman	President, Richardson, Bond and Wright, Owen Sound, Ontario.	1973
2. Dr. W. H. Gerhart, Vice-Chairman	16 Seguin Street, Parry Sound, Ontario.	1972
3. Mr. Edward Hurst	Staff Representative, United Steelworkers of America, 105 Hurontario Street, Collingwood, Ontario.	1972
4. Mrs. Tessie Greig	Lion's Head, Ontario.	1971
5. Mr. Gordon Moss	President, Decor Metal Products Ltd., 330 Hugel Ave. W., Midland, Ontario.	1970
6. Mr. Horace J. Pratt	Pratt Motor Supply, Barrie, Ontario.	1971
7. Mrs. Harold S. White	Box 259, Bala, Ontario.	1970
8. Mr. S. F. Saunders	President, Dorr-Oliver-Long Ltd., Orillia, Ontario.	1973

Municipal Appointments		
1. Grey County	Reeve Lindsay Inglis, Badjeros, Ontario.	1970
2. Simcoe County Chairman	Mr. G. R. McCague, Box 489, Alliston, Ont.	1973
3. Bruce County	Mr. Wm. Macke, Mildmay, Ontario.	1972
4. Dufferin County	Mr. Connie Broderick, R. R. 2, Corbetton, Ontario. (Deputy-Reeve, Malancthon Twp.)	1971

GEORGIA COLLEGE OF APPLIED

BOARD OF GOVERNORS
(Subsequent to the First Boa

1967	1968	1969	1970	
COUNCIL OF REGENTS APPOINTMENTS				
* J.M.Christie	** J.M.Christie	** J.M.Christie	** J.M.Christie	**
* W.H.Gerhart	** W.H.Gerhart	** W.H.Gerhart	** W.H.Gerhart	**
E.D.Hurst	E.D.Hurst		E.D.Hurst	
(Mrs) T.S.C.Greig	(Mrs)T.S.C.Greig	(Mrs)T.S.C.Greig	(Mrs)T.S.C.Greig	(Mr
G.E.Moss	G.E.Moss	G.E.Moss	G.E.Moss	
H.J.Pratt	H.J.Pratt	H.J.Pratt	H.J.Pratt	
(Mrs)G.M.White	(Mrs)G.M.White	(Mrs)G.M.White	(Mrs)G.M.White	(Mr
S.F.Saunders	S.F.Saunders	S.F.Saunders	S.F.Saunders	
UNICIPAL APPOINTMENTS				
* G.R.McCague	* G.R.McCague	* G.R.McCague	* G.R.McCague	* (
J.L.Inglis	J.L.Inglis	J.L.Inglis	J.L.Inglis	
F.T.Field	F.T.Field	R.Smith	W.E.Macke	W
E. Staveley	T.C.Broderick	T.C.Broderick	T.C.Broderick	T

Chairman
* Vice-Chairman or Chairmen

Cambrian

Inaugural Meeting
September 6th, 1966

CAMBRIAN COLLEGE OF APPLIED ARTS & TECHNOLOGY

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 16

Districts of Algoma, Manitoulin, Sudbury and Nipissing.

COUNCIL OF REGENTS APPOINTMENTS:

1.	Mrs. Harriet Black	45 Ford Street, Sault Ste. Marie, Ontario.
2.	Dean Roland A. Clouthier	Dean - Arts & Science, Laurentian University, 439 Paris Street, Sudbury, Ontario.
3.	Dr. Walter Curlook Chairman	Assistant General Manager, International Nickel Co. of Canada, Copper Cliff, Ontario.
4.	Mr. Paul Krmpotich	International Representative, United Steelworkers of America, Sault Ste. Marie, Ontario.
5.	Mr. J.L. Laidlaw, Vice-chairman	Manager, Engineering & Construction, Algoma Steel Corporation Ltd., 1300 Queen Street East, Sault Ste. Marie, Ontario.
6.	Mr. D.W. Murray	Superintendent Employee Relations, Algoma Ore Properties Division, Wawa, Ontario.
7.	Mr. W.N. Roman	Assistant Superintendent, Sudbury High School Board, Loach's Road, Sudbury, Ontario.
8.	Mr. William Young Vice-chairman	Manager, Johns-Manville Co. Ltd., North Bay, Ontario.

MUNICIPAL APPOINTMENTS:

1.	Elliot Lake	Mr. Stewart West, Assistant Director of the Elliot Lake Centre for Continuing Education, Box 97, Elliot Lake, Ontario.
2.	North Bay	Mr. M.G. Gould, Q.C., 116 McIntyre Street West, North Bay, Ontario.
3.	Sault Ste. Marie	Alderman Dr. Thomas Angus, 24 McCrae Street, Sault Ste. Marie, Ontario.
4.	Sudbury	Mr. Fred Sheridan, City Hall, Sudbury, Ontario.

Area 16 - CAMBRIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARDS OF GOVERNORS — January, 1970

Council of Regents Appointments — Term Ends Dec. 31

1.	Mrs. Harriet E. Black	45 Ford Street, Sault Ste. Marie, Ontario	1970
2.	Dr. Roland A. Cloutier	Vice-President, Laurentian University, 439 Paris St., Sudbury, Ont.	1973
3.	Mr. Garfield R. Green	Asst. General Manager (Mining) Ontario Division, International Nickel Co. of Canada, 15 Park St., Copper Cliff, Ontario.	1971
4.	Mr. Paul Krmpotich Vice-Chairman	International Representative, United Steelworkers of America, 68 Dennis St., Sault Ste. Marie, Ontario.	1972
5.	Mr. Robert J. Moynan Vice-Chairman	General Manager & President, MacDonald & Son Ltd., 227 Parsons Avenue, North Bay, Ontario.	1972
6.	Mr. D. W. Murray	Superintendent of Employee Relations, Algoma Ore Properties Division, Wawa, Ontario.	1970
7.	Mr. W. N. Roman	Superintendent of Services,8 Sudbury Board of Education, 19 Tudor Court, Sudbury, Ontario.	1973
8.	Mr. Robert J. Wismer	Superintendent of Construction, The Algoma Steel Corporation Ltd., Queen Street West, Sault Ste. Marie, Ontario.	1971

Municipal Appointments

1.	Elliot Lake	Mr. E. W. Cheeseman, Manager, Rio Algom Mines Ltd., Elliot Lake, Ontario.	1973
2.	North Bay	Mr. A. J. Classen, P. O. Box 1802, Hornell Heights, North Bay, Ontario.	1970

...Cont'd.

Municipal Appointments Cont'd.

3.	Sault Ste. Marie	Alderman Dr. Thomas Angus, 24 McCrae Street, Sault Ste. Marie, Ontario.	1972
4.	Sudbury Chairman	Mr. Fred W. Sheridan, 79 Roxborough Drive, Sudbury, Ontario.	1971

COLLEGE OF APPLIED ARTS & Technology

BOARD OF GOVERNORS
(Subsequent to the first Board - see previous page)

1967	1968	1969	1970	1971	1972
COUNCIL OF REGENTS APPOINTMENTS					
	Mrs. Harriet Black	Mrs. Harriet Black	Mrs. Harriet Black	Mrs. Harriet Black	Mrs. Harriet Black
	Dr. Roland Cloutier	Dr. Roland Cloutier	Dr. Roland Cloutier	Mr. Garfield Green	Mr. Ronald Brown
	Mr. Garfield Green	Mr. Garfield Green	Mr. Garfield Green	*Mr. Paul Krmpotich Chairman	*Mr. Paul Krmpotich Chairman
	Mr. Paul Krmpotich	**Mr. P. Krmpotich Vice-Chairman	**Mr. P. Krmpotich Vice-Chairman	**Mr. R. J. Moynan Vice-Chairman	**Mr. R. J. Moynan Vice-Chairman
	* Mr. J.L. Laidlaw Chairman	Mr. Robert Moynan	**Mr. R. Moynan Vice-Chairman	Mr. D. W. Murray	Mr. D. W. Murray
	Mr. D. W. Murray	Mr. D. W. Murray	Mr. D. W. Murray	Mr. W. N. Roman	**Mr. W. N. Roman Vice-Chairman
	Mr. W. N. Roman	Mr. W. N. Roman	Mr. W. N. Roman	Dr. A.S. Tombalakian	Dr. A.S. Tombalakian
	**Mr. William Young Vice-Chairman	Mr. Robert Wismer	Mr. Robert Wismer	Mr. Robert Wismer	Mr. Robert Wismer
MUNICIPAL APPOINTMENTS					
	Mr. E.W. Cheeseman	Mr. E.W. Cheeseman	Mr. E.W. Cheeseman	Mr. F. W. Sheridan	Dr. R.A. Washington
	Mr. A.J. Classen	Mr. A.J. Classen	Mr. A.J. Classen	Dr. Thomas Angus	Mr. J. Wesley McNutt
	Alderman Dr. Thomas Angus	Alderman Dr. Thomas Angus	Dr. Thomas Angus	Dr. R. A. Washington.	Dr. Thomas Angus
	Mr. Fred Sheridan	*Mr. Fred Sheridan Chairman	*Mr. Fred Sheridan Chairman	Mr. J. Wesley McNutt	Mr. Fred Sheridan

* Chairman
** Vice-Chairman or Chairmen

CAMBRIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY January 1973

COUNCIL OF REGENTS APPOINTMENTS

		Term ends Dec. 31
Mr. R.M. Brown Vice-Chairman	Manager, Creighton Mine, International Nickel Co. of Canada, COPPER CLIFF, Ontario.	1975
Mr. W.N. Roman Chairman	Superintendent of Services, Sudbury Board of Education, 19 Tudor Court, SUDBURY, Ontario.	1973
Dr. A.S. Tombalakian	Director, School of Engineering, Laurentian University, 172 Walford Road, East, SUDBURY, Ontario.	1973
Mr. J.C. Bischoff	177 McNaughton St., SUDBURY, Ontario.	1974
Mr. G.H. Gilchrist	Area Supervisor, Local 6500, United Steelworkers of America, 1370 Lillian Blvd., SUDBURY, Ontario.	1974
Dr. F.B. Lavoie	Dentist, 445 Ramsey Road, SUDBURY, Ontario.	1976
Mrs. G. Rumball/Moran	77 Nepahwin Avenue, SUDBURY, Ontario.	1975
Mr. W.L.W. Taylor	Manager, Technical Services, Sudbury Operations of Falconbridge Nickel Mines, Box 55, FALCONBRIDGE, Ontario.	1976

MUNICIPAL APPOINTMENTS

Mr. Fred W. Sheridan (Sudbury Regional Government)	Superintendent of Casting, Copper Refinery, INCO, 79 Roxborough Drive, SUDBURY, Ontario.	1975
Mr. Robert Diebel (Espanola)	Director of Education, Espanola & District Board of Education, 247 Spanish River Drive, ESPANOLA, Ontario.	1976
Mr. J.J. Fabbro (Sudbury Regional Government)	Mayor, City of Sudbury Box 1000, SUDBURY, Ontario.	1973
Mr. Emile Prudhomme (Sudbury Regional Government)	Business Agent, Mine Mill Union, Local 598, Box 191, AZILDA, Ontario.	1974

MEMBERS OF THE BOARD OF GOVERNORS

Districts of Algoma, Manitoulin, Sudbury and Nipissing

Jan. 1972

Cambrian College of Applied Arts & Technology, 261 Notre Dame Ave., Sudbury, Ontario
Telephone: 675-6453

COUNCIL OF REGENTS APPOINTMENTS:		Term Ends Dec. 31
1. Mrs. Harriet E. Black	45 Ford Street, SAULT STE. MARIE, Ont.	1974
2. Mr. Ronald M. Brown	Executive Assistant to the General Manager, Ontario Division, INCO COPPER CLIFF, Ont.	1975
3. Mr. Paul Krmpotich Chairman	International Representative, United Steelworkers of America, 68 Dennis St., SAULT STE. MARIE, Ont.	1972
4. Mr. Robert J. Moynan	General Manager & President, MacDonald & Son Ltd., 227 Parsons Ave., NORTH BAY, Ont.	1972
5. Mr. D.W. Murray	Superintendent of Employee Relations, Algoma Ore ~~Properties~~ Division, WAWA, Ont.	1974
6. Mr. W.N. Roman	Superintendent of Services, Sudbury Board of Education, 19 Tudor Court, SUDBURY, Ont.	1973
7. Dr. A.S. Tombalakian	Director, School of Engineering, Laurentian University, 172 Walford Rd., E., SUDBURY, Ont.	1973
8. Mr. Robert J. Wismer	Manager of Engineering, The Algoma Steel Corp., Queen St., West, SAULT STE. MARIE, Ont.	1975
MUNICIPAL APPOINTMENTS:		
1. Elliot Lake Dr. Robert A. Washington	Research Scientist, Mining Research Laboratory, 243 Mississaga Ave., ELLIOT LAKE, Ont.	1973
2. North Bay Mr. J. Wesley McNutt	President, Wm. Milne & Sons Ltd., 214 - 9th St., Box 237, NORTH BAY, Ont.	1974
3. Sault Ste. Marie Dr. Thomas Angus, Alderman	Associate Director of Insect Pathology, Federal Research Institute, 24 McCrae Street, SAULT STE. MARIE, Ont.	1972
4. Sudbury Mr. Fred W. Sheridan	Superintendent of Casting, Copper Refinery, INCO, 79 Roxborough Drive,	1975

January 1971

CAMBRIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS

Term ends Dec. 31

COUNCIL OF REGENTS APPOINTMENTS

Mrs. Harriet E. Black	45 Ford Street, SAULT STE. MARIE, Ont.	1974
Mr. Garfield R. Green	Asst. General Manager (Mining) Ontario Division, INCO, 15 Park Street, COPPER CLIFF.	1971
Mr. Paul Krmpotich	International Representative, United Steelworkers of America, 68 Dennis St., SAULT STE. MARIE.	1972
Mr. Robert J. Moynan	General Manager & President, MacDonald & Son Ltd., 227 Parsons Ave., NORTH BAY.	1972
Mr. D. W. Murray	Superintendent of Employee Relations Algoma Ore Division, WAWA, Ontario.	1974
Mr. W. N. Roman	Superintendent of Services, Sudbury Board of Education, 19 Tudor Crt. SUDBURY.	
Dr. A. S. Tombalakian	Director, School of Engineering, Laurentian University, 172 Walford Rd., E., SUDBURY.	1973
Mr. Robert J. Wismer	Manager of Engineering, The Algoma Steel Corp., Queen St. W., SAULT STE. MARIE.	1971

MUNICIPAL APPOINTMENTS

Mr. Fred W. Sheridan	Superintendent of Casting, Copper Refinery, INCO, 79 Roxborough Dr., SUDBURY.	1971
Dr. Thomas Angus, Alderman	Associate Director of Insect Pathology, Federal Research Institute, 24 McCrae Street, SAULT STE. MARIE.	1972
Dr. Robert A. Washington	Research Scientist, Mining Research, Laboratory, 243 Mississauga Ave., ELLIOT LAKE.	1973
Mr. J. Wesley McNutt	President, Wm. Milne & Sons Ltd., 214 - 9th St., Box 237, NORTH BAY.	1974

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 16
Districts of Algoma, Manitoulin, Sudbury and Nipissing

Cambrian College of Applied Arts & Technology, 261 Notre Dame Ave., Sudbury, Ontario
Telephone: 675-6453

COUNCIL OF REGENTS APPOINTMENTS:

			Term Ends Dec. 31
1.	Mrs. Harriet E. Black	45 Ford Street, SAULT STE. MARIE, Ont.	1974
2.	~~Mr. Mark Ryan Green Vice-Chairman~~ Mr. Ronald M. Brown	Executive Assistant to the ~~Asst.~~ General Manager ~~Mines~~ Ontario Division, International Nickel Co. of Canada, ~~15 Park Street~~ COPPER CLIFF, Ont.	1971
3.	Mr. Paul Krmpotich Chairman	International Representative, United Steelworkers of America, 68 Dennis St., SAULT STE. MARIE.	1972
4.	Mr. Robert J. Moynan Vice-Chairman	General Manager & President, MacDonald & Son Ltd., 227 Parsons Ave., NORTH BAY, Ont.	1972
5.	Mr. D.W. Murray	Superintendent of Employee Relations, Algoma Ore ~~Properties~~ Division, WAWA, Ontario.	1974
6.	Mr. W.N. Roman	Superintendent of Services, Sudbury Board of Education, 19 Tudor Court, SUDBURY, Ont.	1973
7.	Dr. A.S. Tombalakian	Director, School of Engineering, Laurentian University, 172 Walford Rd., E., SUDBURY, Ont.	1973
8.	Mr. Robert J. Wismer	Superintendent of Construction, The Algoma Steel Corp., Queen St., West, SAULT STE. MARIE, Ont.	1971

MUNICIPAL APPOINTMENTS:

1.	ELLIOT LAKE Dr. Robert A. Washington	Research Scientist, Mining Research Laboratory, 243 Mississaga Ave., ELLIOT LAKE, Ont.	1973
2.	NORTH BAY Mr. J. Wesley McNutt	President, Wm. Milne & Sons Ltd., 214 - 9th St., Box 237, NORTH BAY.	1974
3.	SAULT STE. MARIE Dr. Thomas Angus, Alderman	24 McCrae Street, SAULT STE. MARIE, Ont.	1972
4.	SUDBURY Mr. Fred W. Sheridan	79 Roxborough Drive, SUDBURY, Ont.	1971

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 16
Districts of Algoma, Manitoulin, Sudbury and Nipissing

Cambrian College of Applied Arts & Technology, 261 Notre Dame Ave., Sudbury, Ont.
Telephone: 675-6453.

COUNCIL OF REGENTS APPOINTMENTS:

		Term Ends Dec. 31
1. Mrs. Harriet E. Black	45 Ford Street, SAULT STE. MARIE, Ont.	1970
2. Dr. Roland A. Cloutier	Vice-President, Laurentian University, 439 Paris St., SUDBURY, Ont.	1973
3. Mr. Garfield R. Green	Asst. General Manager (Mining), Ontario Division, International Nickel Co. of Canada, 15 Park St., COPPER CLIFF, Ont.	1971
4. Mr. Paul Krmpotich Vice-Chairman	International Representative, United Steelworkers of America, 68 Dennis St., SAULT STE. MARIE, Ont.	1972
5. Mr. Robert J. Moynan Vice-Chairman	General Manager & President, MacDonald & Son Ltd., 227 Parsons Ave., NORTH BAY, Ont.	1972
6. Mr. D.W. Murray	Superintendent of Employee Relations, Algoma Ore Properties Division, WAWA, Ontario.	1970
7. Mr. W.N. Roman	Superintendent of Services, Sudbury Board of Education, 19 Tudor Court, SUDBURY, Ont.	1973
8. Mr. Robert J. Wismer	Superintendent of Construction, The Algoma Steel Corporation Ltd., Queen Street, West, SAULT STE. MARIE, Ont.	1971

MUNICIPAL APPOINTMENTS:

1. ELLIOT LAKE Mr. E.W. Cheeseman	Manager, Rio Algom Mines Ltd., ELLIOT LAKE, Ont.	1973
2. NORTH BAY Mr. A.J. Classen	P.O. Box 1802, Hornell Heights, NORTH BAY, Ont.	1970
3. SAULT STE. MARIE Alderman - Dr. Thomas Angus	24 McCrae Street, SAULT STE. MARIE, Ont.	1972
4. SUDBURY Mr. Fred W. Sheridan Chairman	79 Roxborough Drive, SUDBURY, Ont.	1971

January 1969

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 16

Districts of Algoma, Manitoulin, Sudbury and Nipissing

Cambrian College of Applied Arts & Technology, 261 Notre Dame Ave., Sudbury, Ont.
Telephone: 675-6453.

COUNCIL OF REGENTS APPOINTMENTS:

			Term Ends Dec. 31
1.	Mrs. Harriet E. Black	45 Ford Street, SAULT STE. MARIE, Ont.	1970
2.	Dr. Roland A. Cloutier	Dean - Arts & Science, Laurentian University, 439 Paris St., SUDBURY, Ont.	1969
3.	Mr. Garfield R. Green	Asst. General Manager (Mining), Ontario Division, International Nickel Co. of Canada, 15 Park St., COPPER CLIFF, Ont.	1971
4.	Mr. Paul Krmpotich Vice-Chairman	International Representative, United Steelworkers of America, 68 Dennis St., SAULT STE. MARIE, Ont.	1972
5.	Mr. Robert J. Moynan	General Manager & President, MacDonald & Son Ltd., 227 Parsons Ave., NORTH BAY, Ont.	1972
6.	Mr. D.W. Murray	Superintendent of Employee Relations, Algoma Ore Properties Division, WAWA, Ontario.	1970
7.	Mr. W.N. Roman	Superintendent of Services, Sudbury Board of Education, 425 Morris St., SUDBURY, Ont.	1969
8.	Mr. Robert J. Wismer	Superintendent of Construction, The Algoma Steel Corporation, Ltd, Queen Street West, SAULT STE. MARIE, Ontario.	1971

MUNICIPAL APPOINTMENTS:

1.	Elliot Lake	Mr. E.W. Cheeseman, Manager, Rio Algom Mines Ltd., ELLIOT LAKE, Ont.	1969
2.	North Bay	Mr. A.J. Classen, P.O. Box 1802, Hornell Heights, NORTH BAY, Ont.	1970
3.	Sault Ste. Marie	Alderman Dr. Thomas Angus, 24 McCrae St., SAULT STE. MARIE, Ont.	1972
4.	Sudbury	Mr. Fred W. Sheridan, Chairman, 79 Roxborough Dr., SUDBURY, Ont.	1971

Cambrian College of Applied Arts & Technology, 261 Notre Dame Ave., Sudbury
Telephone: 675-6453.

COUNCIL OF REGENTS APPOINTMENTS:

			Term Ends Dec. 31
1.	Mrs. Harriet Black	45 Ford Street Sault Ste. Marie, Ontario	1970
2.	Dr. Roland A. Clouthier	Dean - Arts & Science Laurentian University 439 Paris St., Sudbury, Ont.	1969
3.	Mr. Garfield R. Green	Manager of Mines International Nickel Co. of Canada 15 Park St., Copper Cliff, Ont.	1971
4.	Mr. Paul Krmpotich	International Representative United Steelworkers of America 68 Dennis St., Sault Ste. Marie, Ont.	1968
5.	Mr. J. L. Laidlaw Chairman	Manager, Engineering & Construction Algoma Steel Corporation Ltd. 1300 Queen Street East Sault Ste. Marie, Ontario	1971
6.	Mr. D. W. Murray	Superintendent of Employee Relations Algoma Ore Properties Division Wawa, Ontario	1970
7.	Mr. W. N. Roman	Assistant Superintendent Sudbury High School Board 425 Morris St., Sudbury, Ont.	1969
8.	Mr. William Young Vice-Chairman	Manager, Johns-Manville Co. Ltd. P.O. Box 610, North Bay, Ont.	1968

MUNICIPAL APPOINTMENTS:

1.	Elliot Lake	Mr. E. W. Cheeseman Manager - Quirke Mine Rio Algom Mines Ltd. Elliot Lake, Ontario	1969
2.	North Bay	Mr. A. J. Classen P.O. Box 1802 Hornell Heights, North Bay, Ont.	1970
3.	Sault Ste. Marie	Alderman Dr. Thomas Angus 24 McCrae St., Sault Ste. Marie, Ont.	1968
4.	Sudbury	Mr. Fred Sheridan 79 Roxborough Dr., Sudbury, Ont.	1971

CAMBRIAN COLLEGE OF APPLIED ARTS & TECHNOLOGY

Inaugural Meeting
September 6th, 1966.

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 16

Districts of Algoma, Manitoulin, Sudbury and Nipissing.

COUNCIL OF REGENTS APPOINTMENTS:

1.	Mrs. Harriet Black	45 Ford Street, Sault Ste. Marie, Ontario.
2.	Dean Roland A. Clouthier	Dean - Arts & Science, Laurentian University, 439 Paris Street, Sudbury, Ontario.
3.	Dr. Walter Curlook Chairman	Assistant General Manager, International Nickel Co. of Canada, Copper Cliff, Ontario.
4.	Mr. Paul Krmpotich	International Representative, United Steelworkers of America, Sault Ste. Marie, Ontario.
5.	Mr. J.L. Laidlaw, Vice-chairman	Manager, Engineering & Construction, Algoma Steel Corporation Ltd., 1300 Queen Street East, Sault Ste. Marie, Ontario.
6.	Mr. D.W. Murray	Superintendent Employee Relations, Algoma Ore Properties Division, Wawa, Ontario.
7.	Mr. W.N. Roman	Assistant Superintendent, Sudbury High School Board, Loach's Road, Sudbury, Ontario.
8.	Mr. William Young Vice-chairman	Manager, Johns-Manville Co. Ltd., North Bay, Ontario.

MUNICIPAL APPOINTMENTS:

1.	Elliot Lake	Mr. Stewart West, Assistant Director of the Elliot Lake Centre for Continuing Education, Box 97, Elliot Lake, Ontario.
2.	North Bay	Mr. M.G. Gould, Q.C., 116 McIntyre Street West, North Bay, Ontario.
3.	Sault Ste. Marie	Alderman Dr. Thomas Angus, 24 McCrae Street, Sault Ste. Marie, Ontario.
4.	Sudbury	Mr. Fred Sheridan, City Hall, Sudbury, Ontario.

Sault

Inaugural Meeting
September 6th, 1966.

CAMBRIAN COLLEGE OF APPLIED ARTS & TECHNOLOGY

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 16

Districts of Algoma, Manitoulin, Sudbury and Nipissing.

COUNCIL OF REGENTS APPOINTMENTS:

1.	Mrs. Harriet Black	45 Ford Street, Sault Ste. Marie, Ontario.
2.	Dean Roland A. Clouthier	Dean - Arts & Science, Laurentian University, 439 Paris Street, Sudbury, Ontario.
3.	Dr. Walter Curlook Chairman	Assistant General Manager, International Nickel Co. of Canada, Copper Cliff, Ontario.
4.	Mr. Paul Krmpotich	International Representative, United Steelworkers of America, Sault Ste. Marie, Ontario.
5.	Mr. J.L. Laidlaw, Vice-chairman	Manager, Engineering & Construction, Algoma Steel Corporation Ltd., 1300 Queen Street East, Sault Ste. Marie, Ontario.
6.	Mr. D.W. Murray	Superintendent Employee Relations, Algoma Ore Properties Division, Wawa, Ontario.
7.	Mr. W.N. Roman	Assistant Superintendent, Sudbury High School Board, Loach's Road, Sudbury, Ontario.
8.	Mr. William Young Vice-chairman	Manager, Johns-Manville Co. Ltd., North Bay, Ontario.

MUNICIPAL APPOINTMENTS:

1.	Elliot Lake	Mr. Stewart West, Assistant Director of the Elliot Lake Centre for Continuing Education, Box 97, Elliot Lake, Ontario.
2.	North Bay	Mr. M.G. Gould, Q.C., 116 McIntyre Street West, North Bay, Ontario.
3.	Sault Ste. Marie	Alderman Dr. Thomas Angus, 24 McCrae Street, Sault Ste. Marie, Ontario.
4.	Sudbury	Mr. Fred Sheridan, City Hall, Sudbury, Ontario.

Sault COLLEGE OF APPLIED ARTS + Technology

BOARD OF GOVERNORS
(Subsequent to the first Board - see previous page)

1967	1968	1969	1970	1971	1972
COUNCIL OF REGENTS APPOINTMENTS					
	Mrs. Harriet Black	Mrs. Harriet Black	Mrs. Harriet Black	Mrs. Harriet Black	Mrs. Harriet Blac
	Dr. Roland Cloutier	Dr. Roland Cloutier	Dr. Roland Cloutier	Mr. Garfield Green	Mr. Ronald Brown
	Mr. Garfield Green	Mr. Garfield Green	Mr. Garfield Green	*Mr. Paul Krmpotich Chairman	*Mr. Paul Krmpot Chairman
	Mr. Paul Krmpotich	**Mr. P. Krmpotich Vice-Chairman	**Mr. P. Krmpotich Vice-Chairman	**Mr. R. J. Moynan Vice-Chairman	**Mr. R. J. Moyna Vice-Chairman
	* Mr. J.L. Laidlaw Chairman	Mr. Robert Moynan	**Mr. R. Moynan Vice-Chairman	Mr. D. W. Murray	Mr. D. W. Murra
	Mr. D. W. Murray	Mr. D. W. Murray	Mr. D. W. Murray	Mr. W. N. Roman	**Mr. W. N. Rom Vice-Chairman
	Mr. W. N. Roman	Mr. W. N. Roman	Mr. W. N. Roman	Dr. A.S. Tombalakian	Dr. A.S. Tombala
	**Mr. William Young Vice-Chairman	Mr. Robert Wismer	Mr. Robert Wismer	Mr. Robert Wismer	Mr. Robert Wisme
MUNICIPAL APPOINTMENTS					
	Mr. E.W. Cheeseman	Mr. E.W. Cheeseman	Mr. E. W. Cheeseman	Mr. F. W. Sheridan	Dr. R.A. Washin
	Mr. A.J. Classen	Mr. A.J. Classen	Mr. A.J. Classen	Dr. Thomas Angus	Mr. J. Wesley Mc
	Alderman Dr. Thomas Angus	Alderman Dr. Thomas Angus	Dr. Thomas Angus	Dr. R. A. Washington.	Dr. Thomas Angu
	Mr. Fred Sheridan	*Mr. Fred Sheridan Chairman	*Mr. Fred Sheridan Chairman	Mr. J. Wesley McNutt	Mr. Fred Sherida

* Chairman
** Vice-Chairman or Chairmen

CHARTER MEMBERS

BOARD OF GOVERNORS

CANADORE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

AREA 16A

COUNCIL OF REGENTS APPOINTMENTS	ADDRESS	PHONE	TERM ENDS DECEMBER 31
Mr. D. Euler	865 Norman Avenue North Bay, Ontario	Office: 474-9000 Residence: 472-5776	1978
Dr. J. Jackson (Mrs.)	695 Birchwood Road North Bay, Ontario	Office: 472-8400 Residence: 474-7936	1978
Mr. A. Lafrance	1479 Beechwood Road North Bay, Ontario	Office: 472-2360 Residence: 472-4795	1976
Mr. C. Lucenti	669 Morin Street North Bay, Ontario	Office: 474-2420 Residence: 472-6352	1976
Mr. R. J. Lynch	P. O. Box 67 North Bay, Ontario	Office: 472-8170 Residence: 474-7906	1977
Mr. H.A. Moreau	552 O'Brien Street North Bay, Ontario	Residence: 472-8454	1977
Mr. R. J. Moynan	495 Oak Street West North Bay, Ontario	Office: 472-5490 Residence: 472-0486	1975
Mr. J. H. Trussler	304 Worthington St. W. North Bay, Ontario	Office: 474-2480 Residence: 472-9594	1975
MUNICIPAL APPOINTMENTS			
Mr. R. F. Donnelly (City of North Bay)	116 McIntyre St. West North Bay, Ontario	Office: 472-9880 Residence: 472-3279	1978
Mr. J. W. McNutt (City of North Bay)	P. O. Box 237 North Bay, Ontario	Office: 472-0690 Residence: 752-1375	1975
Mr. J. Emile Ribout (Town of Mattawa)	327 Pine Street Mattawa, Ontario	Office: 744-5453 Residence: 744-2539	1977
Mr. Bruno Vannier (Town of Sturgeon Falls)	Market Street, Box 460 Sturgeon Falls, Ont.	Office: 753-0520 Residence: 753-2470	1976

September, 1972

CAMBRIAN COLLEGE OF APPLIED ARTS & TECHNOLOGY

Inaugural Meeting
September 6th, 1966.

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 16

Districts of Algoma, Manitoulin, Sudbury and Nipissing.

COUNCIL OF REGENTS APPOINTMENTS:

1.	Mrs. Harriet Black	45 Ford Street, Sault Ste. Marie, Ontario.
2.	Dean Roland A. Clouthier	Dean - Arts & Science, Laurentian University, 439 Paris Street, Sudbury, Ontario.
3.	Dr. Walter Curlook Chairman	Assistant General Manager, International Nickel Co. of Canada, Copper Cliff, Ontario.
4.	Mr. Paul Krmpotich	International Representative, United Steelworkers of America, Sault Ste. Marie, Ontario.
5.	Mr. J.L. Laidlaw, Vice-chairman	Manager, Engineering & Construction, Algoma Steel Corporation Ltd., 1300 Queen Street East, Sault Ste. Marie, Ontario.
6.	Mr. D.W. Murray	Superintendent Employee Relations, Algoma Ore Properties Division, Wawa, Ontario.
7.	Mr. W.N. Roman	Assistant Superintendent, Sudbury High School Board, Loach's Road, Sudbury, Ontario.
8.	Mr. William Young Vice-chairman	Manager, Johns-Manville Co. Ltd., North Bay, Ontario.

MUNICIPAL APPOINTMENTS:

1.	Elliot Lake	Mr. Stewart West, Assistant Director of the Elliot Lake Centre for Continuing Education, Box 97, Elliot Lake, Ontario.
2.	North Bay	Mr. M.G. Gould, Q.C., 116 McIntyre Street West, North Bay, Ontario.
3.	Sault Ste. Marie	Alderman Dr. Thomas Angus, 24 McCrae Street, Sault Ste. Marie, Ontario.
4.	Sudbury	Mr. Fred Sheridan, City Hall, Sudbury, Ontario.

CANADORE (Cambrian - North Bay) COLLEGE OF APPLIED ARTS & TECHNOLOGY AREA NO. 16A

BOARD OF GOVERNORS

(Subsequent to the first Board - see previous page)

1967	1968	1969	1970	1971	1972
COUNCIL OF REGENTS APPOINTMENTS					
Dr. W. Curlook *	Mrs. H. Black	Mrs. H. Black	Mrs. H.E. Black	Mrs. H.E. Black	Mrs. H.E. Black
Mr. J. L. Laidlaw**	Dr. R.A. Cloutier	Dr. R.A. Cloutier	Dr. R.A. Cloutier	Mr. P. Krmpotich *	Mr. R.M. Brown
Mrs. H. Black	Mr. P. Krmpotich	Mr. G.R. Green	Mr. P. Krmpotich **	Mr. R.J. Moynan **	Mr. P. Krmpotich *
Dean R.A. Cloutier	Mr. J.L. Laidlaw *	Mr. P. Krmpotich **	Mr. R.J. Moynan	Mr. D.W. Murray	Mr. R.J. Moynan
Mr. P. Krmpotich	Mr. D.W. Murray	Mr. R. J. Moynan	Mr. D.W. Murray	Mr. W.N. Roman	Mr. D.W. Murray
Mr. D.W. Murray	Mr. W.N. Roman	Mr. D.W. Murray	Mr. W.N. Roman	Dr. A.S. Tombalakian	Mr. W.N. Roman
Mr. W.N. Roman	Mr. G.R. Green	Mr. W.N. Roman	Mr. G.R. Green	Mr. R.J. Wismer	Dr. A.S. Tombalakian
Mr. Wm. Young	Mr. R.J. Moynan	Mr. R. J. Wismer	Mr. R.J. Wismer	Mr. R. M. Brown	Mr. R.J. Wismer
Mr. J.T. Koski President (ex off.)	Mr. J.T. Koski President (ex off.)	Mr. J.T. Koski President (ex off.)	Mr. J.T. Koski President (ex off.)	Mr. J.T. Koski President (ex. off.)	Mr. J.T. Koski President (ex. off.)
MUNICIPAL APPOINTMENTS					
Mr. M.G. Gould **	Mr. F.W. Sheridan	Mr. F.W. Sheridan *	Mr. A.J. Classen	Dr. T. Angus	Dr.R.A. Washington
Dr. T. Angus	Dr. T. Angus	Mr. E.W. Cheeseman	Mr. E.W. Cheeseman	Mr. J.W. McNutt	Mr. J.W. McNutt
Mr. F. Sheridan	Mr. E.W. Cheeseman	Mr. A.J. Classen	Dr. T. Angus	Mr. F.W. Sheridan	Dr. T. Angus
Mr. S. West	Mr. A.J. Classen	Dr. T. Angus	Mr. F.W. Sheridan *	Dr. R.A. Washington	Mr. F.W. Sheridan

* Chairman
** Vice-Chairman or Chairmen

Cambrian

CAMBRIAN COLLEGE OF APPLIED ARTS & TECHNOLOGY

Inaugural Meeting
September 6th, 1966.

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 16

Districts of Algoma, Manitoulin, Sudbury and Nipissing.

COUNCIL OF REGENTS APPOINTMENTS:

1.	Mrs. Harriet Black	45 Ford Street, Sault Ste. Marie, Ontario.
2.	Dean Roland A. Clouthier	Dean - Arts & Science, Laurentian University, 439 Paris Street, Sudbury, Ontario.
3.	Dr. Walter Curlook Chairman	Assistant General Manager, International Nickel Co. of Canada, Copper Cliff, Ontario.
4.	Mr. Paul Krmpotich	International Representative, United Steelworkers of America, Sault Ste. Marie, Ontario.
5.	Mr. J.L. Laidlaw, Vice-chairman	Manager, Engineering & Construction, Algoma Steel Corporation Ltd., 1300 Queen Street East, Sault Ste. Marie, Ontario.
6.	Mr. D.W. Murray	Superintendent Employee Relations, Algoma Ore Properties Division, Wawa, Ontario.
7.	Mr. W.N. Roman	Assistant Superintendent, Sudbury High School Board, Loach's Road, Sudbury, Ontario.
8.	Mr. William Young Vice-chairman	Manager, Johns-Manville Co. Ltd., North Bay, Ontario.

MUNICIPAL APPOINTMENTS:

1.	Elliot Lake	Mr. Stewart West, Assistant Director of the Elliot Lake Centre for Continuing Education, Box 97, Elliot Lake, Ontario.
2.	North Bay	Mr. M.G. Gould, Q.C., 116 McIntyre Street West, North Bay, Ontario.
3.	Sault Ste. Marie	Alderman Dr. Thomas Angus, 24 McCrae Street, Sault Ste. Marie, Ontario.
4.	Sudbury	Mr. Fred Sheridan, City Hall, Sudbury, Ontario.

COLLEGE OF APPLIED ARTS + Technology

BOARD OF GOVERNORS

(Subsequent to the first Board - see previous page)

1967	1968	1969	1970	1971	1972
COUNCIL OF REGENTS APPOINTMENTS					
	Mrs. Harriet Black	Mrs. Harriet Black	Mrs. Harriet Black	Mrs. Harriet Black	Mrs. Harriet Black
	Dr. Roland Cloutier	Dr. Roland Cloutier	Dr. Roland Cloutier	Mr. Garfield Green	Mr. Ronald Brown
	Mr. Garfield Green	Mr. Garfield Green	Mr. Garfield Green	*Mr. Paul Krmpotich Chairman	*Mr. Paul Krmpotich Chairman
	Mr. Paul Krmpotich	**Mr. P. Krmpotich Vice-Chairman	**Mr. P. Krmpotich Vice-Chairman	**Mr. R. J. Moynan Vice-Chairman	**Mr. R. J. Moynan Vice-Chairman
	* Mr. J. L. Laidlaw Chairman	Mr. Robert Moynan	**Mr. R. Moynan Vice-Chairman	Mr. D. W. Murray	Mr. D. W. Murray
	Mr. D. W. Murray	Mr. D. W. Murray	Mr. D. W. Murray	Mr. W. N. Roman	**Mr. W. N. Roman Vice-Chairman
	Mr. W. N. Roman	Mr. W. N. Roman	Mr. W. N. Roman	Dr. A.S. Tombalakian	Dr. A.S. Tombalakian
	**Mr. William Young Vice-Chairman	Mr. Robert Wismer	Mr. Robert Wismer	Mr. Robert Wismer	Mr. Robert Wismer
MUNICIPAL APPOINTMENTS					
	Mr. E.W. Cheeseman	Mr. E.W. Cheeseman	Mr. E. W. Cheeseman	Mr. F. W. Sheridan	Dr. R.A. Washington
	Mr. A.J. Classen	Mr. A.J. Classen	Mr. A.J. Classen	Dr. Thomas Angus	Mr. J. Wesley McNutt
	Alderman Dr. Thomas Angus	Alderman Dr. Thomas Angus	Dr. Thomas Angus	Dr. R. A. Washington.	Dr. Thomas Angus
	Mr. Fred Sheridan	*Mr. Fred Sheridan Chairman	*Mr. Fred Sheridan Chairman	Mr. J. Wesley McNutt	Mr. Fred Sheridan

* Chairman
** Vice-Chairman or Chairmen

NORTHERN COLLEGE OF APPLIED ARTS & TECHNOLOGY

Inaugural Meeting
October 18th 1966.

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 17

Districts of Cochrane and Timiskaming

COUNCIL OF REGENTS APPOINTMENTS:

1.	Dr. Colin Brebner	11 Kirkland Street, Kirkland Lake, Ontario.
2.	Mr. Geoffrey H. Charlewood Vice-chairman	6-8 Hudson Bay Avenue, Kirkland Lake, Ontario.
3.	Mr. J. Andre Cousineau	249 Algonquin Blvd., E., Timmins, Ontario.
4.	Mr. William Stanley Gardner Chairman	Provincial Magistrate, P.O. Box 1150, S. Porcupine, Ontario.
5.	Mrs. Mary Gauthier	192 Third Avenue, Timmins, Ontario.
6.	Mr. Henry A. Giallonardo	153 Third Avenue, Timmins, Ontario.
7.	Mr. Frank R. Jones	Manager, Texas Gulf Sulphur Company, 155 Pine Street South, Timmins, Ontario
8.	Mr. Wilbur J. Marshall	Manager, Pamour-Porcupine Mines Ltd., Pamour, Ontario.
9.	Mr. Ivan Mavrinac	Post Office Box 870, 31 First Avenue, Schumacher, Ontario.
10.	Mr. Napoleon Morissette	President, Morissette Diamond Drilling Company, Brock Avenue Haileybury, Ontario.
11.	Mr. Donald McKelvie Vice-chairman	President, Northern Telephone Company Limited, Box 450, New Liskeard, Ontario.
12.	Mr. Norman Turnbull	Woodlands, Spruce Falls Power and Paper Co. Ltd., Kapuskasing, Ontario.

Area 17 - NORTHERN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS

February, 1970

Council of Regents Appointments

Term Ends Dec. 31

1.	Dr. Kenneth C. H. Middlemiss	Kirkland & District Hospital, Second Street, Kirkland Lake, Ontario.	1971
2.	Mr. E. Bonner -		1972
3.	Mr. P. Ferren -	see list showing members from 1969 - 1972	
4.	Mr. P. R. Clarke	Manager, Ecstall Mining Ltd., Box 2002, Timmins, Ont.	1973
5.	Mr. J. André Cousineau Chairman	174 Hemlock Street, Timmins, Ontario.	1971
6.	Judge W. Stanley Gardner	P. O. Box 1150, South Porcupine, Ontario.	1973
7.	Mrs. Mary Gauthier	192 Third Avenue, Timmins, Ontario.	1970
8.	Mr. Henry A. Giallonardo 1st Vice-Chairman	276 Elm Street South, Timmins, Ontario.	1972
9.			
10.	Mr. Ivan Mavrinac	P. O. Box 870, Schumacher, Ontario.	1970
11.	Mr. Donald McKelvie	Box 644, New Liskeard, Ontario.	1971
12.	Mr. Karl H. Redden 2nd Vice-Chairman	Box 695, Englehart, Ontario.	1973

NORTHERN COLLEGE OF APPLIED ARTS & TECHNOLOGY AREA NO 17

BOARD OF GOVERNORS
(Subsequent to the first Board - see previous page)

1967	1968	1969	1970	1971	1972
COUNCIL OF REGENTS APPOINTMENTS					
Judge W. S. Gardner*	Judge Gardner*	Dr. Charlewood* (deceased)	Mr. Cousineau*	Mr. Cousineau*	Mr. Cousineau*
D. McKelvie**	Mr. D. McKelvie**	Mr. Cousineau**	Mr. K. Redden**	Mr. K. Redden**	Mr. K. Redden**
Dr. G. Charlewood**	Dr. G. Charlewood**	Mr. E. Bonner**	Mr. H. Giallonardo**	Mr. Giallonardo**	Mr. H. A. Giallonardo
Dr. C. Brebner	Dr. C. Brebner	Dr. C. Brebner	Mr. E. Bonner	Mr. R. Clarke	Mr. R. Clarke
Mr. J. A. Cousineau	Mr. Cousineau	Mrs. M. Gauthier	Mr. P. R. Clarke	Judge Gardner	Mrs. Gauthier
Mrs. M. Gauthier	Mrs. Gauthier	Mr. Giallonardo	Judge Gardner	Mrs. Gauthier	Mr. Mavrinac
H. A. Giallonardo	Mr. Giallonardo	Mr. Marshall	Mrs. M. Gauthier	Mr. Mavrinac	Mr. McKelvie
W. J. Marshall	Mr. Marshall	Mr. Mavrinac	Mr. I. Mavrinac	Mr. McKelvie	Dr. Middlemiss
Mr. I. Mavrinac	Mr. Mavrinac	Mr. F. R. Jones	Mr. D. McKelvie	Dr. Middlemiss	Mr. Aimone
Mr. N. Morisette	Mr. Morisette (deceased)	Mr. K. Redden	Mr. P. Ferren	Mr. Aimone	Judge Gardner
Mr. F. R. Jones	Mr. E. Bonner	Mr. C. C. Ames	Judge W. R. Dupont	Judge Dupont	Judge Dupont**
Mr. N. Turnbull	Mr. F. R. Jones	Judge Gardner	Dr. K. Middlemiss	Mr. Ferren	Mr. Ferren
	Mr. K. Redden	Mr. McKelvie	Mr. F. Aimone		
~~XXXXXXXXXXAPPOINTMENTS~~	Mr. C. C. Ames	Mr. P. R. Clarke			

* Chairman
** Vice-Chairman or Chairmen

Inaugural Meeting
November 17th 1966.

MEMBERS OF THE BOARD OF GOVERNORS FOR AREA 18

Districts of Kenora, Rainy River and Thunder Bay.

COUNCIL OF REGENTS APPOINTMENTS:

1.	Dr. A.B. Adey,	123 Marks Street, Box 1450, Atikokan, Ontario.
2.	Dr. A.W.H. Challis, Chairman	Fort Frances Clinic, Victoria at Nelson, Fort Frances, Ontario.
3.	Mr. Leonard T. Exell,	International Representative, I.U.O.E. 223 Empire Avenue, Fort William, Ontario.
4.	Dr. John Hart,	Dean of Science, Lakehead University, Port Arthur, Ontario.
5.	Mr. David A. Hutton,	Cochenour Willans Gold Mines, Cochenour, Ontario.
6.	Dr. Charles M. Johnston, Vice-Chairman	Port Arthur Clinic, Port Arthur, Ontario.
7.	Mrs.Jean Millar,	92 Ethel Street, Sioux Lookout, Ontario.
8.	Mr. William H. Spicer, Vice-Chairman	Spicer's Tire Service Ltd., 250 N.May Street, P.O. Box 152, Fort William, Ontario.

MUNICIPAL APPOINTMENTS:

1.	Fort William	Mr. Rob B. McCormack City Hall, Fort William, Ontario.
2.	Port Arthur	Alderman Edgar Laprade, 12 Shuniah Street, Port Arthur, Ontario.
3.	Dryden	Mr. Phil Daiter, P.O. Box 924, Dryden, Ontario.
4.	Kenora	Dr. J. Litman, 834 Fourth Ave. South, Kenora, Ontario.

Area 18 - CONFEDERATION COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS — March, 1970

Council of Regents Appointments		Term Ends Dec. 31
1. Mrs. Edna Avis	603 Kings Highway, Fort Francis, Ontario.	1972
2. Mr. D. R. Delahunt	Superintendent, Employee Relations, Caland Ore Company Limited, Atikokan, Ontario.	1971
3. Mr. Leonard T. Exell	Int. Representative, I.V.O.E., 223 Empire Avenue, Thunder Bay , Ontario.	1970
4. Mr. J. A. Ferrier	Mill Manager, Kimberley Clark, Pulp & Paper Company, Terrace Bay, Ontario.	1973
5. Prof. Tim Ryan	Dean of Arts, Lakehead University, Port Arthur, Ontario.	1973
6. Mr. David A. Hutton	Cochenour Willans Gold Mines, Cochenour, Ontario.	1972
7. Dr. Charles M. Johnston Chairman	Port Arthur Clinic, Port Arthur, Ontario.	1970
8. Mr. Wm. H. Spicer	Spicer's Tire Service Ltd., 250 North May Street, P. O. Box 152, Thunder Bay , Ontario.	1971

Municipal Appointments		
1. Thunder Bay	Mr. Rob. B. McCormack, City Hall, Thunder Bay, Ontario.	1970
2. Port Arthur	Alderman Edgar Laprade, 12 Shuniah Street, Port Arthur, Ontario.	1971
3. Dryden	Mr. Phil Daiter, 37 McMillan Avenue, Dryden, Ontario.	1973
4. Kenora	Mr. E. F. Litt, 42 Gunne Crescent, Kenora, Ontario.	1972

THE CONFEDERATION COLLEGE OF APPLIED ARTS & TECHNOLOGY

AREA NO. 18

BOARD OF GOVERNORS

(Subsequent to the first Board - see previous page)

1967	1968	1969	1970	1971	1972
COUNCIL OF REGENTS APPOINTMENTS					
* A.W.H. Challis	* C.M. Johnston	* C.M. Johnston	* C.M. Johnston	* C.M. Johnston	* C.M. Johnston
** C.M. Johnston	** W.H. Spicer	** W.H. Spicer	** W.H. Spicer	** W.H. Spicer	** W.H. Spicer
** W.H. Spicer	** J. Hart	** J. Hart	** T. Ryan	** T. Ryan	J. Hart
J. Hart	Mrs. A. Avis	Mrs. A. Avis	Mrs. A. Avis	Mrs. A. Avis	Mrs. A. Avis
Mrs. J. Millar	J.A. Ferrier	J.A. Ferrier	J.A. Ferrier	J.A. Ferrier	P.R. Cook
A.B. Adey	A.B. Adey	D.R. Delahunt	D.R. Delahunt	D.R. Delahunt	D.R. Delahunt
D.A. Hutton	D.A. Hutton	D.A. Hutton	D.A. Hutton	R.R. Steele	R.R. Steele
L.T. Exell	L.T. Exell	L.T. Exell	L.T. Exell	L.T. Exell	L.A. Campbell
MUNICIPAL APPOINTMENTS					
E. Laprade	E. Laprade	E. Laprade	E. Laprade	E. Laprade	E. Laprade
P. Daiter	P. Daiter	P. Daiter	P. Daiter	P. Daiter	P. Daiter
R.B. McCormack	R.B. McCormack	R.B. McCormack	R.B. McCormack	W.E. Bryan	W.E. Bryan
J. Litman	E.F. Litt	E.F. Litt	E.F. Litt	E.F. Litt	J.N. Davidson

* Chairman

** Vice-Chairman or Chairmen

area 19

Charter members of the Board of Governors, appointed by the Council of Regents, at the inaugural meeting held in the Royal York Hotel on November 14, 1967, were as follows:

1.	Mrs. Maria Brodzki	Business Manager of the Polish Voice 94 Merrick Street Toronto 3
2.	Mr. Graham Gore	Director of Education The Board of Education for the City of Toronto 155 College Street Toronto 2B
3.	Dr. James M. Ham	Dean of Applied Science and Engineering University of Toronto 35 St. George Street Toronto 5
4.	Mr. Gower Markle	Director of Education and Welfare United Steelworkers of America 1901 Yonge Street Toronto
5.	Mr. William B. Trimble	Vice-President Ryerson Polytechnical Institute 50 Gould Street Toronto
6.	Mr. R.D. Wolfe	President Oshawa Wholesale Limited 125 The Queensway Toronto 18

The Council of the City of Toronto nominated the following four representatives to the Board of Governors: Alderman Kenneth Dear, Alderman Hugh Bruce, Alderman Richard Horkins, and Alderman Charles Caccia.

The inaugural meeting was presided over by Dr. H.H. Kerr, Chairman of the Council of Regents, who outlined to the members their responsibilities and their duties as set out in the Act and the Regulations setting up the Colleges.

Mr. W.B. Trimble was elected Chairman of the Board of Governors.

Mr. Graham Gore, Director of Education for the City of Toronto, was elected Vice-Chairman.

BOARD OF GOVERNORS March, 1970

Council of Regents Appointments Term Ends Dec. 31

1.	Mrs. Maria Brodzki	Business Manager, Polish Voice, 94 Merrick Street, Toronto 156, Ontario.	1970
2.	Mr. Peter D. Dalton	President, Dalton Engineering & Construction Co. Ltd., 1140 Castlefield Ave., Toronto, Ontario.	1972
3.	Mr. Graham Gore Vice-Chairman	Director of Education, The Board of Education for the City of Toronto, 155 College Street, Toronto, Ontario.	1971
4.	Dr. James M. Ham	Dean of Applied Science & Engineering, University of Toronto, Faculty of Applied Science & Engineering, Galbraith Bldg., 35 St. George St., Toronto, Ontario.	1971
5.	Mr. James H. Kearns	General Manager, Toronto Transit Commission, 1900 Yonge Street, Toronto, Ontario.	1973
6.	Mr. Carl K. Keyfetz	Gordon, Keyfetz, Hall, Baker and Goodman, Barristers, 347 Bay Street, Toronto, Ontario.	1973
7.	Mr. B. G. Lowes Chairman	38 Wychwood Park, Toronto 176, Ontario.	1972
8.	Mr. G. Markle	Director of Education & Welfare, United Steelworkers of America, 1901 Yonge Street, Toronto, Ontario.	1970

Municipal Appointments - City of Toronto

1.	Alderman Hugh J. Bruce	9 Austin Crescent, Toronto, Ontario.	1973

Contd...

2.	Alderman Horace Brown	653 Annette Street, Apt. B, Toronto, Ontario.	1971
3.	Alderman David D. Crombie	81 Glencairn Avenue, Toronto 310, Ontario.	1972
4.	Alderman Archie Chisholm	46½ Springhurst Avenue, Toronto 150, Ontario.	1970

BOARD OF G[illegible]ORS
(Subsequent to the first Board - see previous page)

1967	1968	1969	1970	1971	1972
[illegible]NCIL OF REGENTS APPOINTMENTS					
	Mr. Carl K. Keyfetz	Mr. P. Dalton Sr. Mr. J. Kearns		Mrs. Dora de Pedery Hunt	Dr. P. Biringer
[illegible]ICIPAL APPOINTMENTS					
	Alderman Horace Brown	Alderman Harold Menzies Alderman Paul Pickett	Alderman A. Chisholm Alderman D. Crombie	Alderman D. Bruce	
Chairman Vice-Chairman or Chairmen	Mr. Barry G. Lowes			Mr. Graham M. Gore Mr. Gower Markle	

CHAPTER 5

THE CAATS SEEK FULFILLMENT

CONTENT

CHAPTER 5

THE CAATS SEEK FULFILLMENT

Contents (cont'd) Chapter 5

PART III

PART IV

* An index for each specific bibliography is included as an appendix to the General Bibliography, ~~and also~~ in each binder containing such documents, and also following this page.

COLLEGES OF APPLIED ARTS AND TECHNOLOGY

BIBLIOGRAPHY AND DOCUMENTS

ACAATO and PRESIDENTS' ASSOCIATIONS

Note: See also ACAATO Documents No. 372 for Principals of Institutes of Technology Conferences from October 8, 1957 to November 29 and 30, 1967 (some overlap)

November 24 and 25, 1966 - Minutes of the Fall Conference of Institute of Technology Prinicpals (9th) and Presidents of the First Two Colleges of Applied Arts and Technology held in the St. Clair College of Applied Arts and Technology.

June 5 and 6, 1967 - Minutes of Principals (Institutes of Technology (10th), Ontario Vocational Centres and Institutes of Trades) and Presidents of 17 Colleges of Applied Arts and Technology, held at the Ryerson Polytechnical Institute.

June 5 and 6, 1967 - Report on the Conference of College Presidents held at Ryerson Polytechnical Institute.

June 5 and 6, 1967 - Report on the Conference of College Presidents held at Ryerson Polytechnical Institute (see minutes above).

Re: Summary of discussions for information by D.B. Sutherland - President of Sir Sandford Fleming College of Applied Arts and Technology.

June 27, 1967 Minutes of Committee of Presidents of Colleges of Applied Arts and Technology

- Meeting No. 2 held at Centennial College of Applied Arts and Technology

- Chairman, Mr. J.L. Haar.

September 28, 1967 - Memorandum to Director (Sisco) of the Applied Arts and Technology Branch from Administrator (Norton) Technical Centre.

Re: Need for a Registrars' Conference (included with Presidents' Semi-annual Conference).

October 10, 1967 - Minutes of Meeting of College Presidents held at Seneca College of Applied Arts and Technology.

- Chairman, Mr. W. T. Newnham.

October 19, 1967 - Memorandum to Presidents of Colleges of Applied Arts and Technology from Director (Sisco) Applied Arts and Technology Branch.

Re: Fall Conference of the Presidents as agreed at the previous semi-annual conference on June 5 and 6, 1967.

November 6, 1967 - Memorandum to Presidents of Colleges of Applied Arts and Technology from Director of Applied Arts and Technology Branch (Sisco).

Re: Conference of Presidents and Registrars of Colleges of Applied Arts and Technology concerning problems of student withdrawal and college testing programs.

November 20, 1967 - Report to the Committee of Presidents from the Steering Committee on Remuneration and Organization.

November 20, 1967 - Recommendations to the Committee of Presidents from the Steering Committee on Remuneration and Organization.

November 24, 1967 Letter to Administrator (Craighead) from Director of University Schools, Lakehead University.

Re: Attendance at the Semi-annual conference of Presidents of Colleges of Applied Arts and Technology.

November 29 and 30, 1967 - Agenda for College Presidents' and Registrars Conference.

November 29, 1967 - Chairman's (Craighead) Remarks at the Opening Session of the College Presidents' Conference.

November 29, 1967 - Minutes of the Semi-Annual Conference of Presidents of Colleges of Applied Arts and Technology held at the Park Plaza Hotel in Toronto.

November 29, 1967 - Minutes of Committee of Presidents of Colleges of Applied Arts and Technology, held at the Park Plaza Hotel.

Re: College Bibliocentre.

November 30, 1967 - Minutes of Presidents' and Registrars' Conference held at the Park Plaza Hotel.

December 22, 1967 - Letter to the Executive Secretary, Ontario Council of Regents from Dr. W.G. Forbes, Chairman, Association of Colleges of Applied Arts and Technology of Ontario (ACAATO).

Re: Formation of ACAATO

December 29, 1967 - Letter to Dr. W.G. Forbes, Chairman of ACAATO, from the Executive Secretary, Ontario Council of Regents.

Re: Reply to questions in Dr. Forbes letter dated December 22, 1967.

January 9, 1968 - Minutes of Committee of Presidents of Colleges of Applied Arts and Technology held at Mohawk College.

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February 16, 1968 - Letter to the Minister of Education (Davis) from Chairman (Crawford) Committee of Presidents.

Re: Aims and Objectives of the Committee of Presidents of Colleges of Applied Arts and Technology.

February 26, 1968 - Minutes of a Special Meeting of Chairmen and Vice-Chairmen of Boards of Governors of Colleges of Applied Arts and Technology.

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May 24, 1968 - Letter to Dr. W.G. Bowen from Administrator (Craighead) Supervision and Curriculum, Division of Applied Arts and Technology Branch.

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November 22, 1968 - Brief to Judge Walter Little from ACAATO.

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June 9 and 10, 1970		ACAATO Conference "Threshold '70" - Resourses Cluster Workshops - No. 46B*
June 11, 1970	-	ACAATO Conference "Threshold '70" - A Program and a Trilogue - Technology in Context" - No. 46C*
June 1, 1971	-	Suggested organization for ACAATO including a Draft Constitution.
June 7-8, 1971	-	Third ACAATO Conference, Seneca College of Applied Arts and Technology - see No. 45*
December 10, 1971		Announcement Confederation College President Serving as Chairman of Committee of Presidents.
February 23, 1972	-	Approval of Meetings by the Committee of Presidents (Western Region Commercial Curriculum Conference)
March 6, 1972	-	Constitution of the Association of Colleges of Applied Arts and Technology of Ontario including names of Executives of ACAATO - July 17, 1972.
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Not dated	-	Admission of graduates from Ryerson and other Institutes of Technology into second year Business Administration and Engineering.
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February 24, 1967	-	Address to the Conference of Council of Regents and Boards of Governors at the Royal York Hotel by Dr. H. McCurdy, Member of St. Clair College of Applied Arts and Technology Board of Governors. Re: University Transfer Credits.
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Re: Revision of the April 1, 1966 proposal for qualifications, duties and salary schedules.

Note: Introduction of four master designations.

June 17, 1966 - Letter to Mr. Andrew Tapajna, President, the Ontario Institute of Technology Faculty Affairs Association from Executive Secretary Ontario Council of Regents.

Re: Invitation to attend next meeting of the Ontario Council of Regents.

July 1966-December 1966 - Wyatt Company - Correspondence

Re: Pension Plans - No. 269*

July 20, 1966 - Interim Salary Schedule for Non-Teaching Personnel - as submitted to the Council of Regents.

Recommended to the Minister Probationary Contract - by Council of Regents before September 30, 1966.

- Proposed Probationary Contract between Board of Governors and a Master in a College of Applied Arts and Technology.

(Refer to heading Employment Contracts in May 27, 1966 and approval by the Minister as recorded in Council of Regents meeting. October 18, 1966).

August 30 1966 - Letter from Chairman of Council of Regents to the Teachers' Superannuation Commission.

Re: Contributions to the Teachers' Superannuation Fund by employees of the Ontario Council of Regents and Boards of Governors.

September 13. 1966 - Council of Regents approved Salary Schedule for non-teaching staff.

Submission to the Ontario Council of Regents from the Ontario Institute of Technology Faculty Associations apparently after September 13, 1966.

October 12 1966 - Reply from Teachers' Superannuation Commission to Chairman of Council of Regents.

Re: Request in August 30, 1966 letter.

October 14 1966 - Ontario Institute of Technology Faculty Association Federation (OITFAF) (Grant) letter to Executive Secretary of the Council of Regents - offering assistance in the formulation of a Contract proposal.

October 17, 1966 - Letter from Wyatt Company to Chairman, Council of Regents.

Re: Proposed terms for Pension Plan for non-teaching staff in Colleges of Applied Arts and Technology.

October 21, 1966 - Letter to Chairman, Council of Regents from (Lahey) Ontario Institute of Technology Faculty Association Federation (OITFAF).

Re: Request that the Association be recognized as the Bargaining Agent for all teachers in the Institutes of Technology.

November 2, 1966 - Memorandum to members of the Student and Faculty Affairs Committee, Council of Regents from Chairman (Kerr) Council of Regents.

Re: (1) Letter from Dr. Ault, dated October 28, 1966 concerning a talk with D. Lahey about Lahey's letter of October 21, 1966 to members of Council of Regents.

(2) Letter from Mr. E.C. Blunder, Provincial Institute of Mines, Haileybury, dated October 29, 1966 rejecting OITFAF.

November 23, 1966 - Memorandum to all members of the Council of Regents from the Chairman (Kerr)

Re: Proposed review of salary schedule.

November 24, 1966 - Memorandum from Ontario Technical Teachers' Association to the Council of Regents.

Re: Questions of Concern to Staffs Presently Provincial Technical Institutes. (See December 16, 1966, memorandum for reply)

December 1, 1966 - Ontario Council of Regents approved Faculty Affairs Committee from Ontario Institutes of Technology Faculty Association Federation Chairman (Lahey).

Re: Request to establish procedures for negotiating terms and conditions of alleged future contracts.

December 6, 1966 - Report of the Finance, Property and Administration Committee to the Council of Regents.

Re: Administration Salary Schedule Revisions.

December 6, 1966 - Report of Student and Faculty Affairs Committee to Council of Regents.

Re: Proposed Faculty Salary Schedule Revisions.

December 7, 1966 - Council of Regents approved Salary Schedules for Administration and Faculty.

December 16, 1966 - Memorandum to Ontario Technical Teachers' Association and to Ontario Institute of Technology Faculty Associations Federation from Council of Regents.

Re: Questions of concern to staffs presently in Provincial Technical Institutes.

1966 - 1967 - Operating Grants to Colleges of Applied Arts and Technology (Draft) - see No. 22

February 2, 1967 - Letter to all staff members of Provincial Technical Institutes from the Minister of Education, William G. Davis.

Re: Transfer of Staff to Boards of Governors.

February 20, 1967 - Letter from The Civil Service Association of Ontario to Chairman, Council of Regents.

Re: Association's desire to commence negotiations on matters affecting working conditions and terms of employment for all employees in the colleges.

March 9, 1967 - Letter to Council of Regents from President (Maar) Centennial College of Applied Arts and Technology.

Re: Proposals - Faculty Salary Schedule.

March 17, 1967 - Memorandum to the Executive Committee of the Council of Regents.

Re: Revision of salary schedule for Masters in Colleges of Applied Arts and Technology.

March 21, 1967 - Letter to Minister of Education from Chairman, Council of Regents.

Re: Personnel Relations Committee Recommendation resulting from meetings with Faculty Associations.

March 22, 1967 - Memorandum to Director of the Applied Arts and Technology Branch from the Department of Education Solicitor.

Re: Interpretation of Section 6 of O/Reg. 268.

April 10, 1967 - Letter to Minister of Education (Davis) from Lawyers (Jolliffe, Lewis and Osler) for the Ontario Institute of Technology Faculty Association Federation.

Re: Request for information concerning terms and conditions of employment of faculty members of the new Colleges of Applied Arts and Technology.

April 14 1967 - Report of the Personnel Relations Committee to Council of Regents - Page 12 of Minutes of Council of Regents dated April 14, 1967.

Re: Unwise to proceed with work of the Committee until definite rulings on the status of colleges as Crown Agencies.

August 16, 1967 - Memorandum to Director of Personnel Branch of Department of Education from Council of Regents.

Re: Salary Schedules and conditions of employment in Colleges of Applied Arts and Technology.

September, 1967 - Salary Schedules and Conditions of Employment in Colleges of Applied Arts and Technology.
(Schedules, Memoranda and Correspondence from December 7, 1966 to September 1967) See No. 221#

November 10, 1967 - Letter to Co-Presidents of Ontario College Masters' Association from Civil Service Association of Ontario.

Re: Granting a Branch Charter with Province-Wide jurisdiction to the Ontario College Masters' Association.

November 18, 1967 — Minutes of Meeting of the Ontario College Masters' Association - Lord Simcoe Hotel.

November 28, 1967 - Memorandum to Presidents and/or Representatives of staff associations of all Colleges of Applied Arts and Technology Staff Association.

Re: Discussion with respective faculties concerning the possibility of the formation of an Ontario College Masters' Association.

December 4, 1967 - Ontario Labour Relations Board Decision Civil Service Association of Ontario Cambrian College of Applied Arts and Technology, Ontario Council of Regents and similarly Fanshawe College of Applied Arts and Technology.

Re: Certification as Bargaining Agent.

December 8, 1967 — Notice of Meeting of the Provincial Executive Council of the Ontario Technical Teachers' Association scheduled for January 5, 1968.

December ??, 1967 - Memorandum to Faculty Members of Colleges of Applied Arts and Technology from D. McLaren, President, Ontario College Masters' Association.

Re: Formation of the above-mentioned Association (OCMA) - an attempt to amalgamate the OTTA and OITFAF.

December 13, 1967 - Letter to Council of Regents from CSAO.

Re: Confirmation of Ontario Relations Board decision on Certification on behalf of employees of Cambrian and Fanshaw Colleges.

January 3, 1968 - Letter to Executive Secretary of the Ontario Council of Regents from the CSAO.

Re: "Crown Employees" decision on Certification on behalf employees of the Colleges.

January 3, 1968 - Memorandum to Presidents or Representatives of Faculty Associations of the Colleges of Applied Arts and Technology from Agenda Committee of OCMA.

Re: January 13, 1968 meeting of the Ontario College Masters' Association.

January 5, 1968 - Memorandum to Officers of the CAATs Faculty Associations from Chairman, External Affairs Committee Centennial College Faculty Association.

Re: Proposed Constitution for OCMA.

January 10, 1968 - Agenda for OTTA Meeting.

January 13, 1968 - Agenda for Ontario College Masters Association Meeting of January 13, 1968 including Provisional Constitution for consideration.

January 22, 1968 - Letter to Council of Regents from a former President Ontario Technical Teachers Association - Ontario College Masters Association.

Re: Support of the OTTA for OCMA.

January 28, 1968 - Telegram to Chairman, Council of Regents from Chairman, Cambrian College Board of Governors.

Re: Urging the Council to take immediate steps to provide for proper and adequate representation for members of the support staff of Colleges of Applied Arts and Technology in negotiations on a Provincial basis.

January 28, 1968 - Minutes of the Pro-Tempore Executive for a new Association to replace the Ontario College Masters Association.

January 30, 1968 - Letter to Minister of Education (Davis) from Chairman (Myers) of the Pro Tempore Executive for the CAAT Faculty Associations.

Re: Request for information.

February 7, 1968 - Agenda and Minutes of Ontario College Masters Association meeting.

February 8, 1968 - Letter to Chairman (Myers) from Director of Applied Arts and Technology Branch for the Minister.

Re: In answer to letter of January 30, 1968.

February 9, 1968 - Letter to all Staff Members, Colleges of Applied Arts and Technology from Civil Service Association of Ontario.

Re: Notice the CSAO will continue to represent the members on the staff of the colleges.

February 14, 1968 - Letter to Colleagues in Colleges from Chairman (Myers) of Pro Tempore Executive of the CAAT Faculty Associations.

Re: Rebutal of CSAO and a progress report of the Pro Tempore Executive Committee.

February 22, 1968 - Letter to Chairman Council of Regents from Chairman (Case) of Ontario College Masters Association at Sault Ste. Marie.

Re: Faculty decision to gain the OCMA and the CSAO.

February 28, 1968 - Letter to Minister of Education (Davis) from the Chairman (Myers) Pro Tempore Executive for CAAT Faculty Association.

Re: Request for a meeting of the Minister with the Pro Tempore Executive concerning terms of employment.

March 4, 1968 - Letter to faculty members in the Colleges from Chairman (Myers) of the Protemore Executive.

Re: Copy of February 28, 1968, letter to Minister for information.

March 6, 1968 - Special Newsletter from Protem Executive of the CAAT Faculty Associations.

Re: Increased Support.

March 12, 1968 - Letter to Chairman (Myers) of Pro Tempore Executive CAAT Faculty Associations from Chairman (Case) Cambrian College Faculty Association, Sault Ste. Marie.

Re: March 6 special newsletter and explanation of current position at Sault Ste. Marie Campus.

March 12, 1968 - Letter to Chairman, Council of Regents from Chairman (Case) Cambrian College Faculty Association, Sault Ste. Marie.

Re: Notice that Faculty has joined the OCMA and CSAO.

March 14, 1968 - Memorandum to Chairman of Boards of Governors from Director (Sisco) of Applied Arts and Technology Branch.

Re: Salary scales for Teaching and Administrative Staff of Colleges.

April 18, 1968 - Memorandum to Colleges of Applied Arts and Technology from the Director (Sisco) of the Applied Arts and Technology Branch.

Re: Revised Salary Schedule and Terms of Employment for Faculty and Administrative Personnel.

April 22, 1968 - Council of Regents Revised Salary Schedule.

April 24, 1968 - Minutes of O.C.M.A. Meeting of April 24, 1968.

May 1, 1968 - Letter to Colleagues in Colleges from the Protem Executive of the CAAT Faculty Association.

Re: Draft Constitution of a new organization of teachers and notice of founding meeting scheduled for May 18, 1968. Draft constitution dated April, 1968 is included with letter. Proposed new name of organization Ontario Federation of Community College Faculty Association (OFCCFA).

May 9, 1968 - Information Flyer addressed to all CAAT Faculty Association members.

Re: Rebutal of April 27, 1968 memorandum from the CSAO.

May 15, 1968 - Minutes of May 15, 1968 meeting of O.C.M.A.

May 18, 1968 - Proposed agenda and Information Bulletin from Pro-Tem Executive for CAAT Faculty Associations.

Re: May 18, 1968 meeting of the CAAT Faculty Association.

May 18, 1968 - Letter to Director of Applied Arts and Technology Branch from H. Morgan, President, Ontario Federation of Community College Faculty Association.

Re: Formation of the new association (OFCCFA) and list of members.

May 21, 1968 - News Report in Toronto Star.

Re: Community College Teachers form own union.

May 23, 1968 - Press Release by Civil Service Association of Ontario.

Re: CSAO claims Bargaining Rights for Teachers in the 19 colleges.

May 24, 1968 - Globe and Mail news item.

Re: CSAO Plans Recruitment at colleges.

June 26, 1968 - Agenda and minutes of OCMA meeting of June 26, 1968.

September 15 (?), 1968 - Telegram to Ontario Council of Regents from President (Morgan) of the Ontario Federation of Community College Faculty Associations.

Re: OFCCFA protest of meeting involving CSAO and Council of Regents concerning negotiations of contract and Association notice it will not consider any contractural obligations so negotiated binding on its members.

November 20, 1968 - Minutes of Executive of OCMA Executive.

Re: Plans for annual meeting on January 10, 1969 and resolutions for consideration concerning termination of OCMA as an Association.

January 10, 1969 - Minutes of Annual and apparently the final meeting of O.C.M.A. including the Auditors Report for year ending December 31, 1968.

January 10, 1969 - Letter to General Manager (Bowen) CSAO from President of Centennial College.

Re: Rejection of suggestion that "Management at Centennial was endeavouring to persuade non-teaching staff not to join the CSAO".

January 15, 1969 - Letter from General Manager (Bowen) CSAO to President (Haar) Centennial College.

Re: President's letter of January 10, 1969.

January 17, 1969 - Memorandum to all Deputy Ministers from Chairman (Collins) Ontario Civil Service Commission.

Re: Payment of Retroactive Salary Adjustments on Separation - College Employees.

January 30, 1969 - Interlocutory Injunction restraining the CSAO from representing the members of the federated associations affiliated with the Ontario Federation of Community College Faculty Associations.

January 31, 1969 - Report to the Staff Relations Committee of the Council of Regents.

Re: Integration of Staff of the Re-training Program.

January 31, 1969 - Letter to Mr. Hamilton from Civil Service of Ontario.

Re: Integration of Staff of the Re-training Program.

February 3, 1969 - Memorandum to all members CSAO Education Division from Chairman (Maskell) of Executive of CSAO Education Division.

Re: Interlocutory Injunction.

February 3, 1969 - Letter to D.O. Davis from Mr. Hamilton.

Re: Community Colleges negotiation meeting of previous Thursday concerning non-academic staff.

February 7, 1969 - Letter to Council of Regents from member of negotiating Committee for Academic Staff (Edmunds).

Re: Letters from Humber College Faculty Association and suggestion that Council of Regents negotiation Committee be called together.

April 9, 1969 - Memorandum of Understanding - Department of Education & CSAO

April 18, 1969 - Memorandum to Presidents of the Colleges.

Re: Advance Notice on Collective Agreement for Non-Academic Employees and Guidelines on Faculty Salary Schedule and Conditions of Employment.

May 7, 1969 - Letter to Council of Regents from President (Morgan) Ontario Federation of Community College Faculty Associations.

Re: CSAO Restraining Order Rejected (April 23, 1969) and request for negotiations to commence between OFCCFA and Council of Regents.

May 1969	- Judge Walter Little report on Collective Bargaining in the Ontario Government Service.
June 2, 1969	- Memorandum 69-D-3 Collective Agreement-Non Academic Employees-Colleges of Applied Arts and Technology.
June 16, 1969	- Memorandum 69-D-4-Faculty Salary Schedule, 1969-1970 Colleges of Applied Arts and Technology.
October 7, 1969	- Telegram to Council of Regents from Chairman (Maskell) Education Division of CSAO. Re: Grievance Procedures not included in the June 1969 Faculty Salary Schedule and Terms of Employment.
October 8, 1969	- Letter to Chairman (Maskell) Education Division, CSAO from Secretary (Jackson) Council of Regents. Re: Acknowledging receipt of telegram and explaining that only salary schedule revision permitted.
October 14, 1969	- Memorandum to Colleges of Applied Arts and Technology from Director (Sisco) of Applied Arts and Technology Branch. Re: Recognition of Faculty Associations.
December 1, 1969	- Letter to Council of Regents from Education Division, CSAO. Re: Grievance Procedures.
December 5, 1969	- Memorandum to Colleges of Applied Arts and Technology from Director (Sisco) Applied Arts and Technology Branch. Re: Salary Schedule for Administrative Personnel.
December 16, 1969	- Memorandum to Colleges of Applied Arts and Technology from Director (Sisco) Applied Arts and Technology Branch. Re: Revised Salary Schedule for Administrative Personnel.

February 16, 1970	-	Memorandum to Colleges of Applied Arts and Technology from H.A. Sisco, Director of Applied Arts and Technology Branch. Re: Memorandum from the Minister of Education to academic staff of Colleges of Applied Arts and Technology, dated February 16, 1970. (Included)
August 5, 1970	-	Memorandum to Colleges of Applied Arts and Technology from H.W. Jackson, Director of Applied Arts & Technology, Branch. Re: Academic Bargaining Unit - No. 150*
December 7, 1970	-	Memorandum to Colleges of Applied Arts and Technology. Re: Academic Negotiations. (Negotiating Team Representing Academic Staff).
February 2, 1971	-	Memorandum to Colleges of Applied Arts and Technology from the Director (Jackson) Applied Arts and Technology Branch. 71-D-2 Re: Retroactivity of Salary Adjustments.
May 4, 1971	-	Supreme Court of Ontario Order Re: Ontario Federation of Community College Faculty Associations (Plaintiffs) and The Civil Service Association of Ontario (Inc.) (Defendent)
February 1972	-	CSAO Brief to Civil Service Arbitration Board -No. 15
February 1972	-	Council of Regents Brief to Arbitration Board -No. 16
April 28, 1972	-	Report of an arbitration hearing pursuant to Section 28(3) of the Public Service Act-Colleges of Applied Arts and Technology, Academic Unit-Contract Negotiations. Judge Anderson - Chairman.

September 6, 1972	-	Memorandum of understanding between the Ontario Council of Regents for Colleges of Applied Arts and Technology and the Civil Service Association of Ontario (Inc.) -No. 162*
March 14, 1974	-	Resolution adopted by the Council of Regents for distribution to faculty members of Colleges of Applied Arts and Technology. Re: Negotiations between the faculty and the Council.
October 7, 1974	-	Statement by the honourable James Auld on negotiations between the Council of Regents and the Faculty of the Colleges of Applied Arts and Technology-No. 161

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February 22, 1968	-	The role of the Colleges of Applied Arts and Technology in Nursing Education-Author Unknown - No. 186*
March 1, 1968	-	Education of Nurses and other Health Personnel, Ontario Hospital Commission. - No. 194*
July 9, 1968	-	Report to Senior Co-Ordinating Committee on Regional School of Nursing by D.N. Teasdale, Director Hospital Planning Division with covering memorandum from Mr. R.E. Krock to Mr. J. Hornal, Acting Director, Hospital Operating Standards, (Reference to Polytechnical Institute and CAATS in the Progress Report as attached). Memorandum dated July 9, 1968. - No. 187*
December 30, 1968	-	Co-operation between the CAATs and those Regional and Hospital Schools of Nursing - Letter from Mr. J. Hornal to Mr. L.M. Johnston - No. 192* Reply to the above - January 6, 1969 attached.
January 13, 1969	-	Cooperation between CAATs and those Regional and Hospital Schools of Nursing - memorandum from Mr. N.A. Sisco, Director of the Applied Arts and Technology Branch to Mr. L.M. Johnston, Assistant Deputy Minister of Education - No. 192*
, 1969	-	Guidelines for the Establishment of Diploma Programs in Nursing in the Colleges of Applied Arts and Technology-Submitted to the Board of Directors of the Registered Nurses' Association of Ontario by the Provincial Educator Committee - No. 184*
April 21, 1969	-	College - Nursing Cooperation in the CAATs - A Report from each College No. 214*

April 25, 1969 - Report of a Meeting between Representatives of the Ontario Department of Education and the Ontario Hospital Services Commission.

Re: Degree of cooperation between Schools of Nursing and Community Colleges. - No. 206*

June 5, 1969 - Minutes of the first Meeting of the Advisory Group to RNAO's Formal Continuing Education Program and of subsequent meetings on January 16, 1970; June 10, 1970; June 15, 1971; September 8, 1971; and September 1, 1971. - No. 198*

April , 1970 - Statement on Post-Diploma Programs for Registered Nurses in Special Areas of Clinical Nursing Practice - Draft Copy prepared by the Registered Nurses' Association of Ontario - No. 181*

November , 1970 - Guidelines for the Development of Health Technology Programs within Colleges of Applied Arts and Technology and Health Complexes in Ontario (Evan's Report). - No. 188*

November 30, 1970 - A Summary of the work done by the Ontario Health Science Education Advisory Committee, chaired by Dr. J.R. Evans, prepared by Dr. K.C. Charron, Chairman of the Senior Coordinating Committee (Includes a memorandum to the Administrators of all Public Hospitals and Principals of Regional Schools of Nursing dated December 7, 1970 from Mr. S.W. Martin, Chairman and General Manager, Ontario Hospital Services Commission). The memorandum relates to the Guidelines for the Development of Health Technology Programs in Colleges of Applied Arts and Technology and Health Science Complexes in Ontario. (See item No. 188, dated November 1970) - No. 185*

Spring, 1971 - Technikas Vol. 1, Number 1, A Magazine of the Ryerson Polytechnical Institute - Nursing Course Study (see page 8) - No. 241*

June 15, 1971	-	Report to the Advisory Group to RNAO's Formal Continuing Education Program (For the Period September, 1968-June, 1971 Prepared by Lucille C. Peszat, Coordinator Continuing Education Program. - No. 1
June , 1971	-	Brief to the Honourable A.B.R. Lawrence, Minister of Health regarding Diploma Schools of Nursing and their Relationship to Colleges of Applied Arts and Technology from the Ontario Council of Administrators of Teaching Hospitals. - No. 2
June 21, 1971	-	Minutes of a Meeting between the Department of Education and OHSC - No. 2
June , 1971	-	A Summary Report of the Formal Continuing Education Program (A Special Project of the Registered Nurses Association of Ontario) - No. 1
August 10, 1971	-	Minutes of the First Meeting of the Ad Hoc Committee on Nursing Education, Department of Education and Ontario Hospital Services Commission and subsequent meetings on August 17, 1971; September 22, 1971; October 14, 1971; November 4, 1971; November 9, 1971; November 19, 1971; and final meeting on December 17, 1971 - No. 1
-1971	-	Future Arrangements for Health Education-Monograph No. 1 - The Ontario Council of Health, Department of Health (Mustard Report)
August 10, 1971	-	Cost of Operating Nurses' Residences Constructed since 1965 - No. 2
August 15, 1971	-	Diploma Schools of Nursing by College areas. - No. 2
August 30, 1971	-	PSI Grant Aids Specialized Education for Registered Nurses - Joint News Release by Ontario Hospital Association, Ontario Medical Association and Registered Nurses' Association of Ontario. - No. 2
August , 1971	-	Guidelines for Developing and Conducting Clinical Programs for Registered Nurses Formal Continuing Education Programs (Draft Copy) Registered Nurses' Association of Ontario. - No. 18

September 22, 1971	-	Factors for Consideration in Developing Statement on Transferring Nursing Education into Community Colleges. - No. 1
September , 1971	-	Statement of Criteria for Endorsement of Post-Secondary Nursing Programs by OHA-OMA-RNAO. - No. 2
October 29, 1971	-	Letter from Doris E. Gibney, Assistant Executive, Registered Nurses' Association of Ontario to Miss Lettie Turner, President ORCAUSN. Re: Resolution that Post-Diploma for nurses be so designed that Registered Nurses be given the Opportunity to pursue their Education towards a Baccalaureate Degree in Nursing. - No. 1
November 23, 1971	-	Guidelines for the Transition of Nursing Education Programs into Colleges of Applied Arts and Technology, College of Nurses of Ontario. - No. 1
December, 1971	-	Report of the Ad Hoc Committee on Nursing Education, Department of Colleges and Universities - Ontario Hospital Services Commission (Draft) - No. 1
January 11, 1972	-	Memorandum to Dr. K.C. Charron, Chairman Senior Coordinating Committee from K.E. Krock, Director, Hospital Operating Standards. Re: Ad Hoc Committee Report dated December 1971. - No. 18
August 17, 1972	-	Policy arising out of the Transfer of Responsibility for Diploma Schools of Nursing: (1) Financing, (II) Cost Sharing with Federal Government, (III) Transition of Diploma Schools of Nursing into Colleges of Applied Arts and Technology-Submission to Cabinet-Ministry of Colleges and Universities and Ministry of Health - No. 31
January, 1973	-	Guidelines for the Transition of Diploma Nursing Education into Colleges of Applied Arts and Technology issued by the Ministry of Colleges and Universities and the Ministry of Health (See also No. 292) - No. 30

January 11, 1973	-	News Release-jointly by the Ministry of Colleges and Universities and the Ministry of Health. Re: Transfer Diploma Nursing Programs to the Colleges of Applied Arts and Technology - No. 292 (See also No. 309 for Guidelines)
February 20, 1973	-	Health Planning Task Force-Minutes of Meeting from February 20, 1973 to December 28, 1973 inclusive. - No. 242
July 11, 1973	-	Letter from Dr. G.E. Willey, Chairman, Eastern Region Committee of Presidents to Mr. H.W. Jackson, Director Applied Arts and Technology Branch, Ministry of Colleges and Universities. Re: Resolution that Nursing Education carry it's fair share of Overhead Costs. - No. 196
July 24, 1973	-	Mr. Jackson's reply to Dr. W.E. Willey's letter of July 11, 1973. - No. 196
January 28, 1974	-	Report of the Health Planning Task Force (Draft) - No. 208
March 31, 1974	-	Analysis of Diploma Nursing Education Budgets September 1, 1973 to March 31, 1974. - No. 216
May 9, 1973	-	Letter from F.S. Millar, Minister, Ministry of Health to various Organizations who were invited to submit comments on the Report of the Health Planning Task Force. - No. 193 Health Planning Task Force Report 1974, Dr. J.F. Mustard, Chairman. - No. 209 Health Science Programs 1974/75, Humber College of Applied Arts and Technology. - No. 179

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February 15, 1973 and February 28, 1973 — Nursing Education - Reports on Regional Meetings between January 24, 1973 and February 13, 1973, involving representatives of the Ministry of Colleges and Universities, Ministry of Health and the Colleges of Nurses of Ontario and representatives of Nursing Schools in eleven regions to discuss "The Guidelines for the Transition of Diploma Nursing Education into Colleges of Applied Arts and Technology" No. 571*

June 7, 1973 - Nursing Education - Submission to the Cabinet re: Transfer of the Downtown Toronto Diploma Schools of Nursing to the College System - No. 572*

July 11, 1973 and July 12, 1973 — Nursing Education - Report on Meetings concerning the Transfer of Schools of Nursing in Downtown Toronto - No 573*

July 24, 1973 - Nursing Education - Submission to Cabinet re: Transfer of Ownership of Regional School of Nursing Facilities and Residences - - - No 574*

September 1974 - Nursing Education - Terms of Reference - Provincial Advisory Committee on Nursing Education as approved by the Ontario Council of Regents - No 57

May 14, 1974 to April 22, 1977 - Nursing Education - Minutes of the first twenty meetings of the Provincial Advisory Committee on Nursing Education. No 5

September 1975 - Nursing Education - First Annual Report to the Ontario Council of Regents from the Provincial Advisory Committee on Nursing Education - No 57

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CHAPTER 5

THE CAATS SEEK FULFILLMENT

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Part IV

College Associations

CHAPTER 5

THE CAATS SEEK FULFILLMENT

During the first two or three years in the development of colleges of applied arts and technology the urgencies of the moment dictated the priorities for the expenditures of energies and funds. The boards of governors and administrators had to find quarters, usually in the first instance of a temporary nature, select staff, develop and implement programs of instruction suggested by a cursory survey of the community, select a site, and plan for permanent buildings. These activities provided an initial visible identity for the college in the community.

With this identity established, the college officials turned their attention toward long range planning so that they would be capable of fulfilling their purposes in the educational spectrum.

In this chapter, some of the issues inherent in such educational institutions through or by which the institution either succeeds or fails in the fulfillment of its purpose, will be subjected to a preliminary historical review. These issues are related to programs of instruction, university transfer, power struggles, financing, libraries, advisory committees, and various associations.

PROGRAM PRIORITIES

The Presidents were asked in 1973 to indicate on a 'stair-step' chart the order of the development of programs of instruction for their colleges, the steps and dates indicating priorities. These charts are included in the appendices as annex (V-1).

In each case as expected, the colleges commenced with traditional full-time (day school) and extension (night school) credit programs (certificate and/or diploma), in applied arts, business and technical courses varying in length from a few weeks duration to three years. These are shown in CAAT Chart No. 1, dated June 1967 and included as annex (V-2).

Note: V-1 - filed with documents of each college
V-2 - See ACAATO History Documents No. 17

Following the credit programs the colleges in general added

Non-credit programs in part-time or extension;
Apprenticeship programs in cooperation with the Ontario Department of Labour;
Adult Retraining (later renamed Manpower Training), Business Management and Training in Business and Industry (TIBI) in partnership with the Federal Government;
Community Service programs;
Cooperative programs;
Academic Improvement; and more recently Allied Health programs.

In comparing the program offerings in the recent CAAT Charts with the range of offerings proposed by the Minister on May 21, 1965, at the time he introduced the legislation to establish colleges of applied arts and technology, with the one exception of agricultural and agricultural-related programs, the colleges have more than fulfilled the promises of the Minister.

PROGRAMS OF INSTRUCTION

Although the colleges were given a mandate to provide programs of instruction, subject to the approvals of the Council of Regents and the Minister, to meet "the educational needs of secondary school graduates, adults and out-of-school youth", the majority of the programs offered in the first two years by the colleges were identical to those developed by the Provincial Technical Institutes over the previous twenty years. These programs are listed in the appendices of this chapter as annexes (V-3) - programs in the Ontario Vocational Centres and Institutes of Trades, 1966; (V-4) - Institutes of Technology, 1965-66; and (V-2) - CAAT Chart No. 1, June 1967, as previously mentioned; the latter lists the colleges' programs offered in the first two years of operation.

In this period, there was considerable criticism that potential students interested in programs with other than business and technical orientations were being denied opportunities for further education in the colleges. This deficiency was corrected in the next few years as evidenced by the program listings in CAAT Chart No. 8, dated February, 1974 and included in the appendices as annex (V-5).

Note: V-3 - See ACAATO History Documents No 17
V-4 - " " " " No 17
V-5 - " " " " No 17

And, too, other critics complained that none of the program offerings contained sufficient liberal education courses; consequently the graduates would suffer from lack of exposure to the "humanizing effect of general arts".

In discussing the value of general education in all college programs and the stress certain academics place on the traditional liberal education courses, one person involved in adult education at the graduate level made the following observation:

> "I have been very excited by things that I had seen at the Institute of Technology in Alberta. In the courtyard one day I observed what kids in the technical programs were doing in their spare time. They were building complex bits of machinery, and in the laboratories they were designing aeroplanes and other [technical] devices. Those things were as imaginative as humane and as exciting as anything coming out of the universities. It seemed to me a real shame that all that creative energy was segregated.
>
> "In my view the history and context of technology are as subject to liberal imaginative treatment as the history of civilization, pure mathematics or any other of the university liberal arts if you look at it [technology] in terms of how men came to get these designs and other [technical] ideas, what's gone into them, what has the culture done to support them, and things of that sort.
>
> "Another view was that the universities were just big technical schools. It is particularly true of the graduate schools. There is nothing particularly liberal about what we do. It's not bad, but it's no more liberal than is possible in a course in aircraft design." [1]

In retrospect perhaps, it takes a liberal arts educated person to appreciate the potential of technical subjects in exposing students to the doctrines of humanitarianism as well as developing their imaginative and creative talents. This statement, too, tends to substantiate the thesis that all students in higher education should have as much discreet exposure to technology and business subjects as to the so-called liberal arts, and that a liberal arts graduate is even more deficient educationally than a graduate in science, economics or mathematics.

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1. Transcript and Tape No. 10.

APPROVALS OF NEW PROGRAMS OF INSTRUCTION

All new programs of instruction proposed by the colleges are subject to the approval of the Minister on the recommendation of the Council of Regents according to the Legislation. In the early period, some confusion arose over the interpretation of the educational programs that the boards of governors were required to submit for the approval of the Council of Regents after making "a study of the post-secondary and adult education needs of the area".[2] An Educational Program was intended to mean

> "a statement of the plans by which the college proposes to meet the needs of the college area with respect to the three major responsibilities of each college as identified by the Minister in Legislature, 21 May 1965." [3]

Several Boards included specific programs of instruction in their Educational Program proposals, and consequently on receiving approval of their Educational Programs, assumed quite rightly, that they had a blanket approval to offer the individual programs named in the proposals whenever convenient. Until the causes of this misunderstanding was discovered, there were accusations that certain colleges were offering programs that had not been approved by the Minister.

In order to resolve this problem and to clarify other points of contention, the Council of Regents reviewed all previously circulated directives relating to programs of instruction and reissued them with modifications, deletions and additions in the form of Guidelines for the Development of Curricula in Colleges of Applied Arts and Technology. [4] The following are parts of the Guidelines:

> "All programs of instruction should be career oriented, that is, should lead to employment with provisions for continuing education.

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2. Ontario Regulation 268/65, section 4(1).

3. Memorandum Relating to Curriculum Development, 70-F-4, June 18, 1970, as recommended by the Council of Regents and approved by the Minister.

4. Memorandum Relating to Curriculum Development, 70-F-4, June 18, 1970, Item 1.

"Programs of instruction should be flexible, but on the same educational level comparatively, in order to permit transfer from one type of program to another (of a similar nature) without undue loss of time or credit ----, some loss in vocational aspects of the program is inevitable, but there should be none in the general education areas. There should be no loss at all in transfer from a program of instruction in one college to the same program of instruction in another.

"All one-, two- or three-year programs of instruction ----should contain general educational and vocational subjects with approximately one-third of the time in general education and the remainder of the time in related specialized subjects in the proposed employment area.

"No program of instruction should suggest a more direct route to further education at a university or teacher's college than any other two or three year college program.

"For educational and economic reasons, programs of instruction should be developed in cooperation with the appropriate non-college organizations especially provincial advisory or consultative committees and certifying bodies ----. Such cooperation will ensure programs of instruction best suited to meet local, provincial and national needs, will guarantee the fullest use of non-college services and facilities and services for field practice, and will encourage the development of cooperative and work-study programs of instruction.

"The Applied Arts and Technology Branch should arrange conferences, seminars, and workshops to bring together those persons in the colleges who are concerned with the development and implementation of programs of instruction and representatives of interested organizations including certifying bodies, to discuss objectives, areas of specialization, certification requirements and other topics related to programs of instruction.

"In order to discourage the increasing proliferation of titles being assigned to programs of instruction, the colleges must consider clustering programs under suitable generic titles.

"Colleges should exercise restraint in specifying employment opportunities in their publications."

In the early period too, some colleges tried to use approvals of new programs of instruction as a means of obtaining additional funds in their approved yearly budgets arguing that the Minister's approval of a new program accordingly implied an increase in the

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In the early period too, some colleges tried to use approvals of new programs of instruction as a means of obtaining additional funds in their approved yearly budgets arguing that the Minister's approval of a new program accordingly implied an increase in the

budget. Since the allocation of funds was a Treasury Board responsibility, the Council re-affirmed in the same guidelines that all the recommendations relating to program approvals were subject to the following conditions:

> "that sufficient funds are available in the operating and capital budgets of the colleges as approved by the Treasury Board, and additional teaching staff should not be engaged until it is definite that the program will be offered." [5]

As mentioned previously, all new programs of instruction had to be recommended for approval by the Council of Regents. In addition to the issues in the guidelines for program development, the Council placed special attention on the support of local advisory and provincial consultative committees, anticipated employment opportunities, and, if applicable, on the success of similar programs in other colleges. The Council reviewed not only new program of instruction proposals, but also submissions in support of options to new or approved programs and any major changes in existing approved programs such as the addition of a second or third year. Assisting the Minister in the "establishment and coordination of programs of instruction"[6] for the colleges was one of the major responsibilities assigned to the Council of Regents in the Act.

APPRENTICESHIP AND PRE-APPRENTICESHIP PROGRAMS

Shortly after the colleges of applied arts and technology inherited apprenticeship programs from the former institutes of trades and Ontario Vocational Centres, the following statements were published with respect to the relative positions of the Department of Labour and Education in the apprenticeship fields:

> "The Department of Labour and Education participate jointly in the apprenticeship program. Labour is

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5. Ibid.
6. Bill 153, An Act to Amend the Department of Education Act, 1965, section 14a(2) and
   Bill 98, The Department of Colleges and Universities Act, 1971, section 6(2).

"responsible for training that takes place on the job, while Education provides the required theory and related classroom work at provincial trade institutes, now part of the colleges of applied arts and technology. The costs of training, including tuition, transportation and living allowances to cover food and accommodation during the period the trainee is away from employment, is defrayed by the Department of Labour.

"In some trades, employers have been reluctant to contract persons as apprentices who have had no previous knowledge of the particular trade. By giving such people some [pre-apprenticeship] training in the fundamentals of the trade before employment and indentureship, they are at once more employable and much more valuable to the employer. This is now being done in the Cooking, Barbering and Refrigeration trades and is proving to be most satisfactory from both points of view. The concept is to be extended into other trades."[7]

Some 42 such apprenticeship programs are listed in CAAT Chart Number 8, 1974/75. The construction apprenticeship programs in the colleges consist of three sessions of seven or eight weeks each whereas others are usually two sessions.

PROGRAMS SUPPORTED BY THE FEDERAL GOVERNMENT

The Federal Technical and Vocational Training Assistance Act, (TVTA) which became effective December 20, 1960, provided for the continuation of agreements for training projects made under the Youth Training Act, 1939 and the Vocational Training Co-Ordination Act of 1942. In addition, it provided further assistance for the development and the operation of new technical and vocational facilities throughout Canada. [8]

This Act provided for federal assistance to the training costs of ten programs, four of which eventually became the responsibility of the Colleges of Applied Arts and Technology. These programs are:

Program 2 - Technical Training Program offered originally in the Provincial Institutes of Technology;

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7. Ontario Departments of Labour and Education Statement of Relative Positions in Education and Training, March 1967.

8. Expanding Employability in Ontario - A Report of the Ontario Economic Council, 1966, quoting from a Report on the Activities of the Technical and Vocational Branch, Federal Department of Labour, for the fiscal year ending March 1964, prepared by C. R. Ford.

Program 3 - Trade and Other Occupational Training Programs offered originally in the Provincial Institutes of Trades and the Ontario Vocational Centres;

Program 4 - Training Programs in Co-operation with Industry (not very active until the formation of the Technological and Trades Training Branch in 1963).

Program 5 - Program for the Training of the Unemployed offered originally largely by Boards of Education in Secondary Schools and by the Provincial Institutes of Trades and Ontario Vocational Centres.

The programs were administered by the Department of Education in Ontario and became the responsibility of the Technological and Trades Training Branch on its establishment in January 1963.

All these programs were offered by the Ontario Colleges of Applied Arts and Technology as they became operative commencing with the establishment of two colleges in the fall of 1966. The last two programs were given a relatively low priority as shown in the Priority Charts included in the appendix to this chapter.

TECHNICAL, TRADE AND OTHER OCCUPATIONAL TRAINING PROGRAMS (PROGRAMS 2 AND 3 OF THE TVTA ACT)

These programs were developed in the Ryerson Institute of Technology and the other Provincial Technical Institutes, the latter being the collective name in the Department of Education for the institutes of technology (five in number located in Hamilton, Haileybury, Kirkland Lake, Ottawa and Windsor), institutes of trades (three located in Toronto) and Ontario vocational centres (three - located in London, Ottawa and Sault Ste. Marie). These programs varied in length from a few weeks of trades and vocational courses to one and two year technician and commercial courses, and to three year technological and business courses. Some of the vocational programs were classifield as applied arts. All these were inherited by the colleges of applied arts and technology and were first priority programs in the development of the colleges.

TRAINING OF THE UNEMPLOYED
(PROGRAM 5 OF THE TVTA ACT)

These programs, sometimes called Adult Retraining, Adult Occupational Training or Manpower programs, were offered originally by forty-two boards of education in the evenings in secondary schools with technical shops.

These facilities were called Adult Education or Adult Retraining Centres with a coordinator in charge to establish courses in cooperation with local Federal Manpower Centres, engage teaching and other staff and to administer the day to day operations. The Department of Education, the Provincial Government's administrative arm for these adult retraining programs, made use of the institutes of trades and vocational centres for the retraining programs when apprenticeship enrolment dropped in the late fifties and early sixties.

With the establishment of the colleges of applied arts and technology, all adult retraining programs including staff were transferred from boards of education to the colleges. Although some boards of governors showed reluctance to become involved in this level of education, all adult retraining became the responsibility of the colleges within two years of their establishment.

The history, development and financing of the Adult Retraining (Program 5) have been well documented in various publications such as:

Ontario Manpower Training Handbook - prepared by the Technological and Trades Training Branch, Department of Education 1964;

(1) Report of the Meeting of the Provincial Advisory Committee - April 19, 1966 - F.L. Kerridge
Re: Training of the Unemployed (Program 5)

Expanding Employability in Ontario - A Report of the Ontario Economic Council, 1966, by Forsyth and Nininger

(2) Training for Ontario's Future, 1973
- Ministry of Colleges and Universities
Manpower Training Branch
W. R. Dymond - Chairman - Task Force on Industrial Training

Federalism & Policy Development - the case of adult occupational training in Ontario, 1973
Published by the University of Toronto Press, Dupre, Cameron, McKechnie and Rotenberg;

Summary Report: Study Papers to assist in the Formulation of a Policy Position on Manpower Training Prepared for the Manpower Programs Committee - The Council of Ministers of Education, Canada, Systems Research Group, Toronto, May 1972

Federal-Provincial Developments - Leading towards a Manpower Policy (A Synopsis of the Dupre and Dymond Reports) - William F. Sinnett - Humber College of Applied Arts and Technology - November 1974

TRAINING PROGRAMS IN CO-OPERATION WITH BUSINESS AND INDUSTRY (TVTA PROGRAM 4)

Out of Program 4 of the Federal Technical and Vocational Training Act, 1960, (TVTA), three very successful training programs in cooperation with business and industry were developed:

Business Management for managers and/or owners of small business organizations;

Supervisory Training for Management personnel in large as well as small business organizations; and

Training in Business and Industry (TIBI) for unskilled employees who required academic upgrading and/or further skill training in order to remain employed.

Since there appears to have been very little publicity given to the Management Programs compared to others under the TVTA Act, especially program 5, this section will endeavour to document in some detail the development of these programs for historical purposes.

Perhaps the lack of publicity in this case may be attributed to the fact that management programs being directed to a limited, and to some, a privileged section of society, and administered on good management principles at minimal cost to the taxpayer, were too successful to attract the attention of the news media and other writers. And, too, as was hinted by a person who had participated as a student in two courses that "even in government, ignorance or an element of jealousy can depreciate worthy achievements through subtleties".

These management programs differed from Program 5 of the TVTA Act in that, whereas the latter was concerned only with the unemployed, the former provided assistance to those already employed but who required upgrading in order to perform more efficiently or assistance to prepare for employment in areas requiring higher academic and/or technical skills.

Although the Technical and Vocational Training Agreement with the Federal Government was signed by Ontario in June 1961, very little was done under the provision of Program 4 until,

> "on April 1, 1963, the Technological and Trades Training Branch assumed the responsibility for providing vocational education to persons in Ontario who had graduated from, or had left the regular school system." [9]

In April 1963, an administrator was engaged by the Branch to give direction to the Management Programs. His assigned duties were,

> "to work with local groups in organizing and promoting small business courses, and to recruit and train qualified course leaders drawn from the ranks of local business." [10]

In preparation for these duties the Small Business Management Training Division of the Federal Department of Trade and Commerce provided a three month training program in Ottawa commencing on May 6, 1963, for representatives from all the provinces. This program,

> "was very intensive and involved participation as students in the actual courses that had been designed for owners and managers and included practice in discussion, leadership, recruitment of community resource and many other aspects pertaining to the future work in each province." [11]

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9. Expanding Employability in Ontario - A Report of the Ontario Economic Council, 1966 (Page 15).

10. Report of Small Business Management Training Programs in Ontario 1963-64 by J. W. Wright.

11. Ibid.

SMALL BUSINESS MANAGEMENT PROGRAMS

In the fall of 1963, two management programs for small businesses were actually offered. They were Management Accounting often described as Planning for Profits, and Retail Management. These and subsequent courses were prepared by experts in management accounting firms, by management consultants and other well-qualified individuals. After the success of these management courses additional ones such as Bookkeeping, Commercial Law. Marketing for Small Manufacturers, Personnel Management, Purchasing for Small Manufacturers, and Retail Buying were developed and offered.

The Management Accounting course was the most popular in the first year. It was not intended to show how to keep books but rather to show the manager or owner how to interpret his own records so that he could make better management decisions concerning the whole business, in effect a Planning for Profits course.

Small Business for the purpose of the Management Training programs was defined as,

> "any business where all management decisions are made by one or possibly two individuals." [12]

The size of the organization or number of employees was not necessarily a determining factor.

The Federal Government introduced these programs recognizing that

> "small business management is at a serious disadvantage because the owner/manager normally cannot afford to hire specialists and therefore is required to direct all phases of his operation himself - finance, accounting, personnel, purchasing, processing or servicing, and selling. In most instances, he probably has had adequate experience in one or two of these areas only and has not had an opportunity to acquire sufficient preparation in the others." [13]

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12. Ibid.

13. Ibid.

Surveys and analyses had established that managerial shortcomings outweigh all other reasons for small business failures or for poor performances.

Both Governments Provincial and Federal, were anxious to give support to these programs for Small Business because, if something could be done to decrease the business failures in this category, it would provide more stable and satisfying "employment for millions of Canadians" in addition to making "better use of many resources" and "encouraging the economic diversification which would strengthen national economic independence." [14]

In order to make these programs community oriented,

> "it had been found that the most effective way of offering a course at the community level was by having the courses sponsored by a local trade or business association, a local Chamber of Commerce, service club or a similar group." [15]

In addition to sponsoring such courses these local groups acted as

> "catalysts to work with and encourage those who needed help to attend these courses." [16]

Early in the fall of 1963, through the Management Program Administrator's personal contact with the "Manager of the Ontario Chamber of Commerce who later became the Manager of the Board of Trade for Metropolitan Toronto, letters were sent to over 200 community Chambers across the Province"[17] informing the members concerning the proposed management programs for small businesses.

> "His letter introduced me to various Managers of these Chambers so that I could follow up with direct calls and usually arrange meetings with the Directors and their Educational Committees. In this way, we developed local programs using the format that had been developed for each course by the central body.

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14. Ibid.
15. Ibid.
16. Transcript and Tape No. 47.
17. Ibid.

"Other communities heard about the success of these initial programs and during 1964 there were around 250 courses held throughout the province." [18]

Although local Chambers of Commerce were the major sponsors, various other groups became involved such as Boards of Trade, Industrial Associations, Plumbing and Mechanical Contractors Association, Retail Gasoline Dealers Association, Refrigeration and Mechanical Contractors Association, Business Club of Metropolitan Toronto, Allied Boating Association, Florist Telegraph Delivery and Rotary Clubs.

In discussing the financial arrangements, the Administrator explained:

"From the beginning it was decided that, since these programs were concerning management, they should be run on management principles. As a result these courses were set up in such a way that the registration fee paid by the participants would more than offset the direct costs of operating the courses.

"Although not intended initially that more than the direct costs of these programs be covered by the registration fees, the actual experience proved that a substantial contribution was made from the profits towards the expenses of the provincial representatives across the Provinces."

The actual cost of administering and operating the courses after deducting the fees was shared by the Provincial and Federal Governments under the terms of the TVTA Act.

Before the management programs became the responsibility of the colleges of applied arts and technology, the program was launched by one administrator in the first year with three training supervisors added in the second year (1964) and four more in the peak year when "approximately 1000 courses were offered in various communities throughout the Province." [19]

SUPERVISORY PROGRAMS

As a result of the favourable reception of the Management Programs for small business managers, larger organizations re-

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18. Ibid.

19. Ibid.

quested that certain of their employees be permitted to join the classes. Since the management programs were designed for those persons interested in the overall management outlook, a number of supervisory type programs were developed and made available to employees of large organizations as well as for medium and small sized businesses. Some of the Supervision Programs were identified as "Effective Supervision for Production, Effective Supervision Administration, Effective Supervision Communications, and Effective Supervision Human Relations". [20]

In assuming the merits of these programs it was apparent that

> "the Supervisory Programs proved to be very popular throughout the Province and actually the numbers in these courses surpassed those in Management Programs in the first few years they were available. Jointly, however, the two types of programs continued to find favour with business and industry year after year." [21]

TRAINING IN BUSINESS AND INDUSTRY (TIBI)

Another part of the Management Programs was a three way co-operative venture to upgrade and train persons in the work force who, because of limited academic and other skills, were likely to be replaced by more competent persons.

The pilot project was organized in Leaside involving three electronic industries. It was later indentified as the LEAP program. Certain members of the work force

> "were given the opportunity of taking an academic upgrading course in English, mathematics and science, which permitted the successful participants to take further skill training making them more competent to handle sophisticated equipment coming into use and to understand the complicated directions." [22]

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20. Ibid.
21. Ibid.
22. Ibid.

In the long run these employees could be transferred to more demanding positions as their former unskilled jobs were phased out.

The cooperative aspects involved the employer who would provide the facilities for the training and/or would pay the employee for that part of the training given during the work day, the employee who was responsible for purchasing his books and attending training sessions out of work hours, and the Provincial-Federal Governments paid the other expenses. This latter contribution actually amounted to a small fraction of the total training costs.

The success of the pilot project prompted many large and small companies to participate in similar programs. As a result of these Training in Business and Industry programs, the participating companies were able to retain their former unskilled employees in more productive capacities while at the same time having a more satisfied employee.

TRANSFERENCE OF THE TRAINING PROGRAMS IN COOPERATION WITH INDUSTRY TO THE COLLEGES

Different from the other programs inherited by the colleges, the Management, Supervisory and Training in Business and Industry programs had been promoted and operated directly by an Administrator and his Specialists in the Applied Arts and Technology Branch of the Department of Education. The procedures of working through local Chambers of Commerce, Service Clubs, Trade and other organizations or directly with representatives of business and industry had proved extremely beneficial to all involved in the programs. During the one to two year period between the announcement of the establishment of the colleges and the date the boards of governors were appointed, the Branch Specialists continued their customary procedures in promoting these programs throughout the Province.

In the interval between the appointment of a board of governors and the time the college was in a position to accept the full responsibility for these management programs, the transition of administration was accomplished quite smoothly through the cooperation between the Branch Officials and those charged with

the responsibility in the colleges. However in some areas a number of irritations arose that caused the programs to suffer in certain communities.

These problems were a result of a number of reasons:

No decisive decision had been issued by the Council of Regents or the Applied Arts and Technology Branch for the transference.

Certain college officials accepted carte blanche the mandate that the colleges had the full responsibility for the initiation, development and administration of all educational programs in the area.

In some cases there was a lack of the purpose of the programs, the case method of approach and the course leader function, consequently the programs were assigned a low priority and treated as another course to be offered in the extension department on a 'here it is - take it or leave it' attitude.

In some cases, too, a lack of maturity and practical experience on the part of those assigned in the college to be responsible for the programs resulted in a loss of confidence on the part of those for whom the programs were intended to serve, and

A failure to accept the value of having a local service-oriented group involved in identifying needs in the college area and acting as a sponsor reduced the prestige factor in the business and industrial communities.

Fortunately these irritations surfaced only in isolated areas, and in most cases were corrected quickly, and the programs again have become an effective and a cooperative means of promoting more efficient methods of management in small and larger business and industrial organizations. And, too, just as important, they are visible means by which unskilled employees and those who possess skills that are becoming obsolete are able to remain confident and contributive members of society.

One person after completing a course reflected the feelings of his classmates by observing:

"It is one of the first times that Governments have come to us to show us how to improve our operations rather than showing us how they would take more money from us."

Now that the colleges have added qualified personnel whose responsibilities are to take the management programs to the community, it is expected that the kinds of cooperative management programs developed and administered by Branch Officials will continue to be valued instruments in improving management techniques in business and industry throughout the Province. As of this date in the College Affairs Branch of the Ministry there is one administrator of these management programs. His main function is working through committees with membership from the colleges

> "to coordinate the updating of programs and to decide what new management programs should be developed and made available through the colleges [to business and industry] in their respective areas." [23]

UNIVERSITY TRANSFER

> "You will note that I have not included in the list of courses what the Americans call the 'transfer' or 'college-parallel' courses, leading to advanced placement in universities, because there is no need for such courses in Ontario at the present time at least. In Ontario we have the Grade 13 course in our secondary schools now, and will probably long have its successor, the proposed Matriculation Year, specifically as a university preparatory program for our academically able students. May I remind you, also, that we have studied very carefully the needs for university-type courses and have adopted as government policy an examination of existing universities and the establishment of new universities sufficient to meet that particular need for the foreseeable future. Present plans for expansion of university education should suffice for the remainder of this critical decade of the Sixties; and we are now studying the demands of the Seventies. If circumstances so require, we will naturally change or make adaptations to our present plans."

This pronouncement by the Minister was prefaced in his 21st May 1965 address in the Legislature as follows:

> "Nevertheless no able and qualified student should be prevented from going on from a College of Applied Arts and Technology to a university, and indeed such a pattern exists today for able graduates of our institutes of technology, as you may know. The university doors should always be open to capable and ambitious

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23. Tape and Transcript No. 47.

"young men and women. We will set up a committee of my department and the universities to determine, as proposed by the Ontario Council of University Faculty Associations, in their brief to me, the conditions and procedures under which the universities may grant admission to outstanding students who have completed successfully an appropriate program at one of our Colleges of Applied Arts and Technology and who have demonstrated that they are prepared to undertake university work."

These two statements and the facts supporting them seemed to have been ignored by the critics of the proposed college system with the resulting distortions from the public platform and the press in reporting the criticisms.

Some of the arguments used in support of university transfer programs were

"they [universities in Ontario] will not, by any means, accommodate all the young people able to benefit from college and university education. There will be more able young people seeking higher education than the universities can conceivably accommodate." [24]

"They [some educators] fear that vocational training will be emphasised to the detriment of university preparatory courses. Their prediction is that the colleges will in time become 'dead-end' institutions." [25]

"Critics of the Ontario Community College scheme are vociferous against implications of a vocationally-oriented college. Their argument, ------, is that the community college may be a kind of last chance for some students. For this reason the colleges should offer academic courses that contribute to the students general knowledge and social awareness as well presenting an open door to further education." [26]

In retrospect it appears that much of the criticism resulted from a lack of understanding of post-secondary technical and vocational education and training assumed to be for "dull clods who

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24. Conference on Adult Education in Community Colleges Report - June 3-5, 1965, page 24.

25. Community Colleges: Dead-End or Doorway? Canadian University - March-April, 1966.

26. Ibid.

cannot obtain entrance to university", and an obession with the belief that all young people has as their goal a university career. Subsequent events have shown that many students with admission qualifications to university as well as university graduates have enrolled and are enrolling in college programs.

A survey of admissions to the colleges of applied arts and technology for the years '70, '71 and '72 shows that 7 1/2 to 8 1/2 per cent of the accepted applicants had previous experience at university. The statistics do not show what success these applicants had while in attendance at university.

One college of applied arts and technology proposed a "Community College Program for University Graduates".[27] The proposal was not approved by the Council of Regents because there was a provision in the admission procedures to grant advanced standing to qualified applicants.

And, too, the critics appeared to be unaware of the acceptance with advanced credits by the universities of the graduates from the Ontario institutes of technology, an acceptance as evidenced by the following excerpts from letters:

> "For some time now we have welcomed first class honours graduates from the Institutes of Technology into the second year of our Engineering Science program and we have been impressed with the excellent record they have achieved in obtaining their Engineering degrees. This kind of cooperation has given the Province a much broader and flexible educational system for technology and we therefore welcome the opportunity for similar liaison with the local college.[28]

> "There seems to be continuing controversy, and a fair amount of misinformation about the university course credits that may be allowed for Institute of Technology diploma courses and College of Applied Arts and Technology offerings.

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27. Minutes of the Council of Regents - February 17-19, 1971.

28. Letter from the Dean of the Faculty of Engineering Science, University of Western Ontario to the Minister of Education 18 March 1966.

"It is, do you realize, difficult for a university to give blanket approval in advance for accreditization for university admission of projected programs in colleges; but I do believe that universities are providing far more possibilities of transfer for potential university students from other institutions than is commonly acknowledged, and are sympathetic to future possibilities as the college system develops.

At Lakehead University, the Faculty of Science does offer without hesitation extensive credits to students who have completed one or more years of diploma courses. To safeguard both ourselves and the student we do ask for a high level of performance, but we are not rigid in the application of admission regulations for such people, particularly if our enquiries show that they are intellectually mature. These credits are often for one, or more, full years', and are given not only to students from the University's technology programs, but to students of all other Colleges of Applied Arts and Technology in Ontario." [29]

"I believe that selected students judged on an individual basis can graduate from university after having attended a community college. I know because I did just that. In 1965 I graduated from the Eastern Ontario Institute of Technology (presently incorporated within the Algonquin College of Applied Arts and Technology) in Business Administration. In the fall of 1965 I entered the University of Ottawa and graduated with a Bachelor of Commerce degree in the spring of 1967." [30]

"As you know, for the past several years this Faculty has accepted into second year of the appropriate engineering courses graduates of engineering technology courses at Ryerson Polytechnical Institute who hold the Diploma with first class honours (ie. an average of 75% or greater in the first year).

"Upon examination of the performance of students admitted under this arrangement, which on a whole has been good, the Faculty has decided to consider, on an individual basis, applications for admission to the Second Year from

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29. Letter from the Dean of Science, Lakehead University to the Minister of Education, 6 February 1967.

30. Letter from R. J. Paige to the Director of the Applied Arts and Technology Branch, Department of Education, 11 March 1968.

"graduates of the engineering technology courses who have obtained between 70% and 74% inclusive in the final year, and who rank in the top quarter of the class. Applications in this category must be accompanied by a letter of recommendation from the appropriate academic official." [31]

These excerpts show the Ontario Universities had accepted honour graduates for a number of years from the institutes of technology and, more recently, from the colleges of applied arts and technology for admission to specific degree programs. These admissions were accepted on an individual basis. However many of these graduates seeking further education found it to their advantage to apply to American universities where they could expect credits on a subject basis spread frequently over the first three years. Depending on timetabling these students could complete the requirements for degrees in 18 to 24 months.

The Committee of Presidents of Universities of Ontario realizing that the universities would be faced with larger numbers of requests for admission from the graduates of the rapidly expanding colleges of applied arts and technology requested their Council on Admissions to make specific recommendations. The position of the universities at that time with respect to the Colleges of Applied Arts and Technology was stated officially for the first time in a letter, dated 20 May 1967 over the signature of the Chairman of the Committee of Presidents addressed to the Chairman of the Ontario Council of Regents. The letter, most of it reproduced below, was read into the minutes of the Council of Regents by a motion directing the Secretary to acknowledge its receipt by "expressing the Council's pleasure in the encouraging proposals of the Committee of Presidents."

"The Committee of Presidents of Universities of Ontario are anxious that the Council of Regents should be made aware of our interest in the way in which the Colleges of Applied Arts and Technology are being developed.

"From what we have learned so far, we believe that the plans are soundly conceived. The Colleges will clearly be a unique and valuable asset to the Province, an

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31. Letter to the Principal of the Ryerson Polytechnical Institute from the Assistant Dean of the Faculty of Applied Science, University of Toronto, April 27, 1967.

32. Minutes of the Council of Regents, May 26, 1967.

"intelligent solution to an educational problem of the first importance; they will give their students a satisfying experience and marketable skills, and they will strengthen the economy by filling needs for trained personnel that are not now being met by any existing educational institution.

"We realize that the Colleges' Boards of Governors and senior administrators must work out their approaches and concepts independently, without interference by outside bodies, however well intentioned they may be. This makes us hesitant about offers of assistance. But we know that there are some instances of mutually useful cooperation between new Colleges and nearby universities where joint programmes are being planned in a freely cooperative way, and we would like to offer this kind of cooperation where it would be welcomed, to all CAATs including those not located in university centres.

"We look forward to the emergence of graduates from the CAATs, and we know that among them there will be a number whose taste for academic work has been whetted by their college experience. We repeat the assurance already on record, that students from the CAATs who give evidence of promise of success at the university level will be considered for admission to university. The Ontario universities will look most carefully and sympathetically at any applications for admission to university, with or without advanced standing, from graduates of the Colleges of Applied Arts and Technology whose record shows that they are likely to succeed in university studies at the level for which they apply. At this early stage of development, this much is clear. When the Colleges have been in operation long enough for their programmes to take shape, we hope that a more definite admissions policy will be developed, and have asked our Council on Admission to keep the matter under review to that end." [33]

Perhaps the most significant part of the letter was the recognition that the Colleges must develop their programs "without interference by outside bodies" and that cooperation with respect to university acceptance of the graduates would be based on this premise.

The controversy over the university to transfer problem, per-

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33. Letter dated 20 May 1967, from Dr. J. A. Corry, Chairman, Committee of Presidents of Universities of Ontario to Dr. H. H. Kerr, Chairman of the Ontario Council of Regents with copy to the Minister of Education.

haps the most contentious issue from the viewpoint of the public finally subsided on May 13, 1968, with the release of a statement by the Committee of Presidents of universities of Ontario concerning admission to university of students from colleges of applied arts and technology and other non-university institutions of post-secondary education.

One of the important implications in the announcement was that the colleges were not required to compromise the socio-economic objectives of their programs or subjects within the programs of instruction to obtain acceptance for admission to university; the integrity of the truly community college concept could be maintained without prejudice. The statement, in effect, made all two- and three-year college diploma programs equal for university transfer, or conversely, no college diploma program is 'dead-end'.

The statement, too, indicated a willingness on the part of the Ontario universities to evaluate the educational maturity of a college graduate for admission with advanced credits without making a detailed study of the content of the community college subjects. The significant parts of the announcement are as follows:

> "The Committee of Presidents of Universities of Ontario asked the Ontario Universities' Council on Admissions to study the question of the admission to university of students of colleges of applied arts and technology and other non-university institutions of post-secondary education. The Committee also asked for the views of the senates of the universities.
>
> "It is now clear that universities in the Province are prepared to consider outstanding graduates of such institutions for admission.
>
> "Universities are in general prepared to consider for admission to appropriate second-year university programs students who achieve high standing in a three-year programme of the Ryerson Polytechnical Institute or a college of applied arts and technology. Some universities will expect 'first-class standing' from students to be considered; others will expect 'high standing'. Some will base their consideration on the standing of the student in the final year of his three-year programme; others on the standing throughout the programme.

> "In the same way, the universities indicate they will consider for admission to an appropriate first-year programme students who have achieved 'first-class' or in some cases 'high' standing in two years of non-university post-secondary education.
>
> "Information regarding the policies of individual universities may be obtained from the universities themselves." [34]

Following this announcement, the Council of Regents, to preserve the implied concept that all diploma programs should have the same status, stressed in a recommendation through the Minister to the colleges

> "that no program should suggest by direct statement or intimation a more direct route to university than any other two- or three-year program." [35]

Through this directive it was hoped that the Ontario colleges could avoid the problem of 'status courses' that has confronted comparable colleges in other parts of the continent.

One newspaper in an article under the heading of Reversal of Policy made the following comments with respect to the university press release:

> "The change of heart announced yesterday by the Committee of Presidents of Universities of Ontario, formally commits the universities to a policy which was unacceptable one year ago.
>
> "The statement conflicts with the statements made by many university presidents when community colleges were established.
>
> "It will take him [the transfer student] one year more than the majority of degree-bound students who take Grade 13 and then ----- a university course.
>
> "------ the chairman of the Toronto Board of Education said last night he was heartened by the revised policy. 'I think it will encourage secondary school graduates to take a new look at the opportunities open to them at community colleges', he said. 'Until now most of them have considered them dead-end.'" [36]

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34. Circuletter 297, released to the News Media and Officials of Universities, Government, Council of Regents, and College of Applied Arts and Technology, May 13, 1968.

35. Memorandum 68-F-1 issued by the Applied Arts and Technology Branch, Department of Education to the Colleges of Applied Arts and Technology - July 22, 1968.

36. Toronto Globe and Mail, May 17, 1968.

In the fall of the following year, a report, dated November 30, 1969, submitted to the Council of Regents indicated that 346 approximately ten percent of the CAAT graduates for that year had enrolled in September in fourteen of the Ontario universities; only one university stated statistics were not available. Some of the graduates were admitted into first year in lieu of grade 13 and some into second year. One university reported that, although admission had been granted to 81 CAAT graduates, only 52 completed their registration. This observation was viewed with some alarm.

In the same year too, it is recorded that 207 CAAT graduates, approximately six per cent of the graduates of the previous spring, enrolled in the thirteen Ontario Teachers' Colleges. Two years later, however, the prerequisite of a university degree for admission to a Teachers' College closed the door on the CAAT graduates. In the fall of 1973, the Ontario Universities reported that a total of 672 applicants with previous experience in the colleges had been admitted.

Unfortunately there was no breakdown to show the number of graduates admitted before completing the requirements for diplomas in the colleges. Individual students from each of these categories were known to have entered university as had students previously from the former institutes of technology, Ontario vocational centres, and institutes of trades. No statistics are available for the CAATs students entering American universities where advance credits were allowed more generously or to universities in other parts of Canada.

With the announcement of the university transfer provision by the Committee of Presidents of Universities of Ontario, the integrity of all the college programs was maintained for those students not initially university-oriented, but the university doors remained open for those who, at a later time, became interested in further education.

At a conference in Vancouver in 1970, a Professor from an American University in speaking on the Transferability within and without the Community Colleges is reported to have said,

"Although there are many problems remaining to be

> "solved, the Ontario concept of the Community College an an educational entity was the most promising new idea in post-secondary education to be brought forward in many years. It is hoped that Ontario would not lose this vision and be influenced to make its colleges primarily transfer institutions as others had. This was a blind alley down which many American colleges had gone already." [37]

Although there was more public debate over the university transfer issue than any other part of the proposed community college concept, an issue that was expected to involve only a small percentage of the students enrolling in the colleges, nevertheless the way in which the transfer issue was resolved, was, a credit to the members of the Council on Admissions and the Committee of University Presidents. Refer to the Bibliography and list of documents in the appendix for further references on University Transfer.

PART II

COLLEGE ADVISORY COMMITTEES

The Minister, in his May 21, 1965, address in the Legislature, made a reference to the

> "establishment of local advisory committees in the various branches of study",

and according to section 3 of the Act (Bill 153)

> "each board shall be assisted by an advisory committee for each branch of a program of instruction offered in the college other than programs of instruction referred to in subsection 5."

In the Regulation, 268/65, pertaining to the Act, general instructions concerning the appointment and duties of such committees are delineated as follows:

> "An advisory committee for each branch of a program of instruction offered at a college shall be composed of members appointed by the board of governors for a college.
>
> "An advisory committee shall advise the board of governors and make recommendations to the board

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37. Dr. F.M. Kelly, State University of New York at Buffalo, Commission for Community Colleges Workshop, Nancouver, March 17-19, 1970.

"of governors regarding programs of instruction and the introduction of new programs of instruction."

Each college interpreted the Regulations as it seemed to suit the immediate purpose. Some colleges established advisory committees for each separate program of instruction and others appointed committees for each division of the college such as applied arts, business, health and technology with ad hoc subcommittees as required for the individual programs. Some colleges seemed to use all advisory committees only on an ad hoc basis to get a new program of instruction approved through the Council of Regents, and reconstituted only when problems arose whereas in other colleges advisory committees met on a regular basis. In some cases too, a board member was assigned to each advisory committee to act as the liaison between the committee and the board of governors. One college has established a large advisory council to which is assigned the responsibility of recommending persons when the services of a program advisory committee is required such as in the development of new program proposals. Such advisory committees serve on an ad hoc basis only. The advisory council is the sole on-going committee.

In the developmental stage of the colleges, advisory committees provided the essential contact with the potential employers of the college graduates assuring the acceptability of the program offerings, and in later stages, through yearly reviews of the programs, kept the programs and content up-to-date.

One college president in a public address in referring to the contribution of advisory committees, reflected the feelings of many persons so involved in the early days, in the following terms:

> "While we may require 'rigidity' for the edifices of the college we may erect, it is not a word we should let determine our attitude to curriculum needs. Ours will be the challenge, as Officers and Faculty, to explore continuously the needs of the region we hope to serve, and to evolve the kinds of courses necessary to meet these demands. To do so, we are already actively engrossed in harnessing the skills and knowledge of a number of citizens of our community to serve on Continuing Advisory Committees. Like our Faculty, they bring to us years of experience in their industry, business, profession, agency or community organization. It has been most heartening todate, to receive their eager response.

"It is our hope, through the combined efforts of the Department of Education, Council of Regents, Boards of Governors, Officers of the College, Faculty and Advisory Committees, to establish an Institution valid in its own right-meeting educational post-secondary needs and providing courses of high standard." [38]

Another president in an annual report, dated 1970, in a summary of the first four years of operation paid tribute to the college's advisory committees:

"An important and continuing link between the college and the community exists in the Advisory Committees that work with faculty and administration in providing advice and guidelines in the presentation of academic program at the college.

"These committees comprise men and women from the community whose professional backgrounds and interest in the college development of post-secondary education provide invaluable service in the implementation of new courses and an ongoing updating of methods and techniques used in established programs. A significant step taken by the Advisory Committees of the college is the introduction of ----- College alumni as members, and the participation on committees by members of the Board of Governors of the college. This consortium of people ensures a strong bond and line of communications to assist the faculty in maintaining a high degree of excellence of academic content in the presentation of their programs." [39]

One college shows a total of nearly three hundred persons serving on approximately 40 different advisory committees, all of whom may be considered public relations officers for the college if their services are utilized to the fullest.

Unfortunately, however, there were some annoyances expressed by persons who discovered that their names had been included as members of certain advisory committees in support of new programs of instruction submitted to the Council of Regents. Although there had been brief telephone conversations with representatives of the colleges, these persons had not been fully aware of the significance of the conversations. In order to avoid further such irritations

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38. Installation Address, President John L. Haar, Centennial College of Applied Arts and Technology, January 30, 1967.

39. President's Report 1966-1970, Mohawk College of Applied Arts and Technology.

the Council of Regents issued more explicit directions to the colleges concerning the preparation of proposals for new programs of instruction as follows:

> "In addition to the information in the preliminary proposal, the detailed or final proposal should contain the names of the Advisory Committee with their titles and affiliations, and a copy of minutes of the Advisory Committee meeting at which the proposal was approved, or a letter from the chairman of the Committee who should not be a faculty member, stating that the proposal is endorsed by members of the Committee." [40]

Other complaints involved a few persons such as those who had consented to serve on advisory committees but found that few if any meetings were held, or if held, to think the committees should have greater executive authority rather than being purely advisory. On becoming aware of these problems the Council of Regents acknowledging that in most cases excellent relations had been established by colleges with their advisory committees, reaffirmed recommendations [41] that had circulated to the colleges the previous year for the guidance of the college officials "in problem areas that have arisen or may arise." [42]

The recommendations as circulated on June 18, 1970, concerning the responsibilities of Advisory Committees, were as follows:

> "In addition to assisting in the preparation of final submissions of new programs of instruction for the consideration of the Council of Regents, the advisory committees should be expected to share responsibilities in the following areas -
>
> a review of course content on a yearly basis including laboratory and workshop facilities to meet the changing requirements of business, industry and society;
>
> the establishment of scholarships and bursaries for deserving students; and
>
> the placement of students including those in the graduating classes for suitable part-time, summer or permanent employment.

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40. Recommendation for the consideration of the Council of Regents from the Applied Arts and Technology Branch, June 4, 1970, included in the Minutes of the 31st meeting of the Council of Regents held on June 8, 1970, and circulated to the Colleges of Applied Arts and Technology as memorandum 70-F-4.

41. Memorandum 69-F-5, April 15, 1969.

42. Memorandum 70-F-4, June 18, 1970.

> "In order that members of the committees experience the satisfaction of continued involvement, it is further recommended that advisory committees should meet at least three times a year with one of the topics above featured at the appropriate time as a major item on the agenda." [43]

Regardless of isolated difficulties, the college advisory committees have been an important and continuing link between the community and the college programs. (Refer to the bibliography and the list of documents for further references related to College Advisory Committees)

PROVINCIAL ADVISORY OR CONSULTATIVE COMMITTEES

In the first years of operations of the colleges the number of new programs offerings increased drastically. Often the colleges appeared to be competing with one another in the development of courses. As a result various professional and other organizations expressed concern to the Council of Regents about the maintenance of "standards across the province" and may not meet certification requirements or be able to find employment within the areas of their training and level of education. They suggested the Council initiate procedures to prevent an over-proliferation of program offerings in certain areas. At a meeting of the Student and Curriculum Affairs Committee under the Chairmanship of Dean McCormack Smyth in the spring of 1969, the Committee suggested that

> "Mr. D.H. Craighead prepare a position paper for consideration at a special meeting of the Student and Curriculum Affairs Committee at the call of the chairman. The paper will suggest an inter-relationship of any combination of representatives of Professional Organizations involved in certification of graduates, the colleges, Council of Regents, employers, the Branch and other interested group." [44]

At the next meeting of the Council of Regents on May 28 and 29, 1969, the concept of Consultative Committees was outlined in-

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43. Ibid.

44. Minutes of a Special Meeting of the Student and Curriculum Affairs Committee, April 1, 1969.

cluding the proposed terms of reference such as

"1. Composition - Two or three members to represent
   (a) Associations, societies or other groups interested in the graduates because of certifying authority or membership or employment,
   (b) The Applied Arts and Technology Branch,
   (c) The Colleges.

   The Branch would be responsible for the provision of a secretariat.

2. Objectives
   (a) Recommend guidelines for graduation at appropriate levels,
   (b) Advise on certification procedures,
   (c) Make recommendations for new programs of instruction,
   (d) Recommend area locations for new programs, staff qualifications and facilities.

3. Act as consultants to Curriculum Conferences.

4. Make recommendations to the Applied Arts and Technology Branch for the consideration of the Council of Regents.

5. Act as an arbitrator in resolving problems.

6. Perform other functions as the need arises." [45]

The Curriculum Division of the Applied Arts and Technology Branch was encouraged to develop Consultative Committees in critical areas on an interim basis. During the spring and summer of 1969, Consultative Committees were developed in the Technical (Engineering technology and Technician), Library Technician, Medical Records, Technician, Food Technology, Forestry, Para-medical, Hospitality Services and Graphic Arts in cooperation with the respective professional associations or other interested groups and the colleges offering the programs.

The success of these initial consultative committees was conveyed to the Council of Regents with the following recommendation recorded in the Councils' minutes on December 3 and 4, 1969:

"The Student and Curriculum Affairs Committee supports the concept of Provincial Advisory or Consultative

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45. Minutes of Curriculum Division of the Applied Arts and Technology Branch meeting, March 5, 1969.

"Committees in general to assist the Council of Regents in its deliberation and recommends their formation in other curricula areas."

In addition to reviewing the program content of the existing programs, the Committees made recommendations to the Council of Regents with respect to new program proposals and developed monographs for each program in their respective areas.

The monographs were designed to provide information about the programs in an abbreviated form, two or three pages for use by prospective students, guidance teachers in secondary schools and potential employers of the graduates as well as for the faculty members. They contained in general minimum admission requirements in terms of secondary school graduation or equivalents to graduation such as qualifying examinations or upgrading, and special requirements; a typical program in terms of length of the program, subjects under the headings of liberal studies, related and specialty subjects including a percentage division of time allocations; requirements if applicable, for certification by professional and other organizations; and potential employment opportunities.

A submission to the Council of Regents, dated October, 1971, indicated that 39 monographs had been prepared by nine of the Consultative Committees as of that date.

In a report containing seven major recommendations of Regents for Colleges of Applied Arts and Technology regarding the Academic Organization and Administration of the Colleges by the Vice-Chairman[46] of the Council, and adopted unanimously at the April 2 and 3, 1970, meeting of the Council, the following recommendations concerning consultative committees were included:

"It is recommended that the Council establish provincial advisory [consultative] committees in each of the following areas:

- administration and business
- communications and information
- environmental studies
- technology.

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46. Dean McCormack Smyth.

"It is further recommended that such provincial advisory committees be asked to work closely with advisory committees already established by individual colleges, to serve as groups of special advisors to the Council in their areas of particular competence and that in this regard they be invited to make formal recommendations to the Council for the establishment of overall provincial policies concerning such matters as:

- curriculum development and revision
- certification of graduates in particular fields of specialization
- expansion or limitation of enrolment in specific fields."

By the summer of 1971, with more and more programs of instruction being administered by the colleges, it seemed advisable to set guidelines concerning the establishment and maintenance of Consultative Committees. The following recommendations were submitted for the consideration of the Council of Regents and, on being approved by the Council, became the policy for the establishment of Provincial Consultative Committees.

"Where the same programs and/or closely related programs are offered in four or more colleges a provincial consultative committee may be established as a standing committee.

"Where less than four colleges offer the same programs and/or closely related programs a provincial consultative committee may be established on an ad hoc basis from time to time.

"Wherever reasonable and useful, related programs should be considered a program cluster and as such require only one provincial consultative committee." [47]

The adoption of these guidelines as policy was prompted by the acceptance of stated objectives of consultative committees the previous year by the Council of Regents, and, too, reduced the trend towards a poliferation of such committees in closely related program areas.

Although the introduction of provincial committees to assist the Branch and the Council of Regents as consultants has been blamed by college officials as another obstacle in securing approvals of new program proposals in certain areas, they have involved professional and other groups in the development of pro-

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47. Memorandum headed Policy for Provincial Consultative Committees dated July 23, 1971, approved by Council of Regents, October 22, 1971.

grams on a province-wide basis. Hopefully, their involvement will provide for a more orderly growth of program offerings in the community colleges as well as increase the acceptability of the college graduates for employment. (Refer to the bibliography and list of documents in the appendix references on Consultative Committees)

THE COLLEGE BIBLIOCENTRE

The Centre was a "direct descendant of the McMaster Project",[48] a plan conceived for centralized purchasing and processing of books and periodicals through the library facilities of McMaster University so that the emerging colleges of applied arts and technology would have "instant libraries" by the opening dates of the colleges.

The College Presidents at their spring conference in 1967, being sensitive to criticism that the first college opened the previous year with "bare library shelves", recommended

> "that the Department of Education give McMaster University a positive acceptance of the McMaster proposal for current co-operative library purchases and that the Department adjust the requests of each college to produce a total sum which is acceptable to the financial authorities."[49]

A survey of the colleges in October of that year indicated that 80 per cent of the bulk orders had been catalogued and delivered on schedule and the remainder promised within a month. There were some delays in the delivery of a number of special orders that created problems.

Regardless of the legitimacy of criticism directed at the officials of the project who had to act quickly to meet the deadline for the opening of the colleges, books and periodicals were available for students, an accomplishment that even the most rabid optimist would have hesitated to believe possible five months earlier.

With the completion of this short term project and on the basis of what had been accomplished through the project, those who had been involved in the project in consultation with the Applied Arts and Technology Branch of the Department of Education,

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48. Report on the formation of the College Bibliocentre, dated December 13, 1973, W. V. Whatton.

49. Minutes of Principals' and Presidents' Conference, June 5 and 6 1967, held at the Ryerson Polytechnical Institute.

proposed that a centralized library service should be continued. This service

> "would begin simply as a central purchasing and processing agency but which, through the creation of a central data base, would advance, as time and monies permitted, towards the establishment of a centralized retrieval system which might link with those of local, provincial and national library organizations, thus making college materials, print and non-print available not only to other colleges, but also to universities and schools and to the general public as well." [50]

Other services such as the publication and circulation of college-created materials and the circulation of rare and expensive items for use in the colleges, were foreseen.

The Committee of College Presidents that had supported the Mc Master Project, decided to give the proposal substance and financial support. In a letter to the Chairman of the Ontario Council of Regents, signed by the Chairman, Bibliocentre Sub-Committee of the Presidents, dated September 13, 1968, advised the Council that

> "The College Bibliocentre has been established by the Committee of Presidents of Colleges of Applied Arts and Technology and Ryerson Polytechnical Institute to purchase, catalogue and list their [the Colleges] library and resource centre materials."

The letter also contained an invitation to the Regents to visit the book processing centre at 101 Gerrard Street East in Toronto.

Before the Committee of Presidents supported the Bibliocentre concept, the libraries of the colleges were canvassed through a questionnaire concerning their thoughts on the concept. Although there was some fear expressed that "centralization may mean some slight distortion of the image each college is attempting to create for itself" [51] and concern as to who would control the operation, the general response was favourable.

In reviewing the development of the College Bibliocentre, the Report of November 12, 1973, states that many of the original objectives have been realized, but

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50. Report on the establishment of the College Bibliocentre, dated December 13, 1973, prepared by W. V. Whatton.

51. The CAAT Librarian Muse - December 1967.

"expanding costs of such a service, though they are momentarily hindering growth, are in fact much lower than would be the case were each college to operate on its own; indeed, the only way that the colleges could operate in isolation would be to reduce substantially the services they are now able to provide their students and other patrons."

The Centre's first Director was Mr. K. Tompkins, the 'mechanic' of the McMaster Project. "In face of almost insurmountable difficulties", he nursed the operation through its first two years of operation. In 1969 Mr. Gordon Wright, former director the National Reprographic Service of Great Britain and creator of the Hertis system in Hertfordshire, England, and an internationally known authority in the field, was appointed Director.

In a news release from the Ministry of Colleges and Universities on December 7, 1973, under the heading of 'Ontario Bibliocentre Saves the Community Colleges $2 Million', some of the Centre's accomplishments and services were brought to the attention of the public as follows:

"As a result of this centralization, large savings have been passed on to the colleges. Last year, over 161,000 items were processed, and the Director of the College Bibliocentre, estimates the colleges will have saved over $2 million in resource centre administration this year.

"Since its inception, the Bibliocentre has developed a number of technical innovations in computer technology, information storage and telecommunications. This has enabled students and faculty to gain fast access to information held in the resource centres of the province's community colleges.

"A series of modular systems has been created which, when fully operational, will provide the basis of a vital network to educational reaources.

"These systems include:

- a weekly current awareness listing of all published print materials for use by faculty in all the colleges;
- an acquisition, budgeting and circulation system to provide all forms of educational material (films, books, slides, etc) to the colleges, including material that is out of print;
- a shared cataloguing system to all educational material purchased or produced by the colleges;

- a 24-hour videotape film distribution service organized in conjunction with major film distributors;
- a publishing program to distribute learning packages created by individual colleges.

"The Bibliocentre also has one of the largest computerized catalogues in Canada. It now contains 247,000 titles, with 50,000 new titles being added each year. A new bilingual indexing technique, known as Precis, will provide a fast subject access for faculty and students.

"By the end of this year, the College Bibliocentre computerized catalogue, together with the computerized catalogue of the University of Toronto, will be able to form the basis of a provincial communication network to educational library resources. 'This will be particularly helpful for the people in Ontario, outside the major urban areas, who would like to know the resources and their location throughout the province', said the Director."

The December 12, 1973 report summarizes the Centre's growth as follows:

"The expansion of the Bibliocentre, slow to begin, is now well on its way towards its ultimate goal under the Director's careful and competent management. There are still many difficulties; many set-backs, but these no doubt will be overcome, provided the Ontario Government continues to fund generously, and providing that the Bibliocentre can expand its services, (at a reasonable charge to the user) to organizations outside as well as within the college system."

(Refer to the bibliography and the list of documents in the appendix for further references on the Bibliocentre.

COLLEGE FINANCING

In view of the current major problem, that of finances, it now seems rather ironical that the source of funds to finance the colleges was not considered in any depth in the initial planning, in the Minister's address in the Legislature on May 21, 1965, in the Ontario Regulation pertaining to the Act nor in the debates in the Legislature following the introduction of the legislation.

The Minister in his address dismissed the financing of the colleges in two lines:

> "However, details of administration and financing must await the results of studies already underway. At this stage when plans and regulations are being drafted, which is the task my officials will undertake almost immediately, we will invite the widest possible presentation of comments and suggestions, and proposals from interested parties."

This statement followed references in the same address as

> "I should mention some of my thoughts on the organization, administration, and financing of these new colleges.
>
> "they must, for the immediate future at least, be financed by the Province, without local taxation."

In a summary near the end of his address, in an attempt, it appeared, to explain the vagueness about financing the colleges, the Minister added almost as an afterthought:

> "Further, we have over the years developed reasonably satisfactory financial working arrangements with the Federal Government authorities in the field of technical education and trade training, and we plan to take full advantage of these financial arrangements for our new Colleges of Applied Arts and Technology."

In subsection 6 of Bill 153 that established the Colleges the financial arrangements are outlined as follows:

> "The cost of the establishment, maintenance and conduct of a college shall be payable until the 31st day of March 1966, out of the Consolidated Revenue Fund, and thereafter out of monies appropriated therefore by the Legislature and out of monies received from Canada for the purposes of technical education or other programs of instruction of the college, monies contributed by organizations that have entered into agreements with the board of governors of the college, fees paid by students and monies received from other sources."

Ontario Regulation 268/65 that pertains to the Act in relating to college budgets states in section 6(2):

> "A board of governors shall, not later than the 1st day of September, submit annually for the approval of the Minister an estimate of its operating and captial costs for the next ensuing fiscal year."

The Minister's brief explanation about financial arrangements in the establishment of the colleges seemed to satisfy the members of the Legislature. During the debates on the three readings of Bill 153, the members appeared to be more concerned about the lack of 'university transfer or parallel courses', the possible creation of 'ivy ghettos' or 'dead-ends in terms of educational opportunities', the avoidance of the word 'academic', and no provision for 'late bloomers'. Although all these hypothetical problems failed to materialize, the financing problem assumed major proportions as the colleges developed partly because of the change in the Federal Government's financial assistance program. The leader of the official opposition in the debate on the second reading of the Bill did make an indirect reference to the financing of the colleges in relationship to the Federal Government's agreement on financial assistance in the technical education area as follows:

> "I can appreciate that he (Minister of Education) might not go to the extent of calling them 'colleges of liberal arts', but at least he could, I think, emphasize arts in the title. I suspect that some of the emphasis that he is making on these community colleges may be because of the structure of financing. He recognizes he has a chance to receive from the Federal Government - if he talks of retraining, training and technology - a 50 per cent grant. When we think of the imagination of this new approach throughout the province, I would hope still further imagination might have taken place in tackling the Federal Government to extend its financial arrangements to include liberal arts to be taught if this was necessary."

Commencing at the beginning of the fiscal year following the enactment of legislation, the funds for the operation of the colleges were appropriated by the Legislature. During the debate on the vote for "grants to colleges of applied arts and technology and salaries, allowances and expenses of the Ontario Council of Regents" for the fiscal year 1966-67, the members seemed to be more concerned with the types of programs rather than actual costs to the province.

After the vote was passed, the Council of Regents, with the assistance of the Applied Arts and Technology Branch, prepared Guidelines for Boards of Governors in which one section dealt with the preparation of a budget. This section dated August 24, 1966, worked out with the cooperation of the Business Administration Branch of the Department of Education, detailed the means by which the colleges would be financed and were as follows:

"Preparation of Estimate or Budget

(a) Once the college has been officially named, the Board will receive an accountable grant of $50,000 with which to commence the organization of the college. Additional accountable advances may be provided if needed until the end of the fiscal year during which the college was authorized.

(b) The fiscal year commences on April and during the ensuing fiscal year, the college will operate on a temporary type of budget. Forms will be supplied on which to submit this budget.

(c) Since by the next ensuing year a Board will have had considerable experience in the operation of a college and will know more about its future plans, a detailed budget will be required on forms to be provided. This must be submitted not later than the first day of September of each year.

(d) Estimates must be submitted in two sections:

1. Operating Expenditures, and
2. Capital Expenditures.

The estimates must include the estimated surplus or deficit for the current year.

(e) Budgets are processed through the Council of Regents to the Minister; thence to the Minister's advisers; thence to the Treasury Board; and finally to the Legislature of the Province of Ontario." [52]

One President of a College of Applied Arts and Technology referred to the accountable advance method of financing the colleges during the fiscal year 1966-67 as follows:

"When you open an institution under pressure, you have 'telephone budgets'. You pick up the telephone and ask for money explaining the reason and the people

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52. Submitted for the consideration of the Council of Regents by the Executive-Secretary, August 24, 1966 and included in the Guidelines for the Information of Boards of Governors.

"in the Department were fully cognizant of the position you are in and they, too, have pressures on them. So the first year is 'telephone finance', the second year changes a little, the third year the crunch comes and the fourth year you fit into a format and the flexibility - financial flexibility, is limited to what you can do internally in your own institution." [53]

Although the colleges operated on Accountable Advances, usually in multiples of $50,000, during the first year of operation, each board of governors was asked to submit a 'temporary type budget' for the consideration of the Council of Regents.

For the second fiscal year, 1968-69, the boards of governors were required to submit a somewhat more detailed budget referred to as a 'Preliminary Budget Request'. This change was brought to the attention of colleges at a conference of members of boards of governors sponsored by the Council of Regents held in the Royal York Hotel on February 24, 1967, by the Director of the Applied Arts and Technology Branch.

The following excerpts resulted from an interview with Mr. H. W. Jackson [54] who, besides being the Director of the College Affairs Branch of the Ministry of Colleges and Universities, is the Executive-Secretary of the Ontario Council of Regents. Mr. Jackson was involved with the financial aspects of the colleges of applied arts and technology from their inception and was largely responsible for the formula that was devised to generate the operating budgets of the colleges:

"The funding to the Boards of Governors of the colleges commenced as soon as the Board had picked a name for the college and a regulation could be prepared creating the college under that name.

"The first cheque to each Board of Governors was for $50,000 as an accountable advance to give the Board some working funds. All through the first year of operation for each college, the funding was on that basis. As soon as they spend the first $50,000, they

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53. Transcript and Tape No. 17.

54. Transcript and Tape Nos. No. 40 and 41.

"could request further amounts of $50,000 to $100,000; the request had to be accompanied by an accounting of how the previous funds were spent.

"At the beginning of the second year of operation each college was required to bring in a budget of what they thought [based on the first year's experience] they needed for the ensuing year. We [Branch Officials] would sit down with each college delegation consisting of board members and some senior college officials and review the budget. Generally we would arrive at a reasonable budget. The colleges were funded during the second year on this type of 'review budgeting'.

"In the third and fourth years we [the Branch] were given a definite amount of funds for the colleges. From their budget of the first years we could establish a crude type of formula distribution of the funds and advise the colleges how much was likely to be available for them. Although usually somewhat less than what they would like to have, we would ask them to prepare a budget to live within the particular ceiling value of available dollars.

"In March 1968, the Boards were advised that money from that point would flow on a monthly basis. Up to then it was a case of ask when you need more money. So a regular monthly cash flow to the nearest $1,000 started in the fiscal year 1968-69. Now the colleges started to work on a budgeted flow of money rather than an open ended kind of flow.

"In one particular year - 1969, the potential growth showing up in the applications in the metro-colleges was such that they were not going to be able to handle this growth within their budgets. The budgets had to be adjusted that year. There were two adjustments, one for salary increases that had been approved during the year and the second for the colleges that could grow more than their target enrolments. This latter part of the adjustment allowed $500 per student for any growth beyond the original target on which their basic budget had been built. This secondary supply of funds was for one year only.

"By 1970 we were advised that we were going to have to develop a formula similar to the university formula. In the fall of 1970 we worked with the colleges on some of the basic features of a formula and asked the colleges to test out the effect on the current year's budget. By April 1971 we were on formula financing on instructions from the Treasury Board, and have been on formula financing for post-secondary operation ever since.

"Other parts of the college operating funds come from budget review items such as Manpower Training and Apprenticeship programs. This past year nursing programs moved into the colleges on a budget review basis until such time as experience can determine what the cost might be and a suitable formula cost-factor can be established.

"The next significant change in November 6, 1970. On this date, the colleges were sent a copy of a proposed formula and they were asked to plug in their college operation to the formula to see how it would work out in the current year. The original instructions from the Treasury Board were that the Treasury Board Secretariate and the Department of Education would work together to develop the formula. Mr. J. C. Yen, at that time , was the Department of University Affairs and the Department of Education. He had a lot to do with the development of the university formula in 1967. He was their expert on formula [financing] and I did most of the work at our end.

"We held meetings with the college presidents to explain some of the details of the formula to them and we got comments back over the next month. The finishing touches were all put on by discussions between the Department and the Secretariat of the Treasury Board. The college people were not involved in those last adjustments. The college formula was to be as similar as possible to the university formula. It was to be a money-generating device. The weights for different types of programs did not necessarily have to generate the exact amount of dollars to meet the cost on the programs because, at some colleges they would develop more than cost and at others they would generate less than cost. The weighting factors for different programs recognized that technical programs were generally more costly than the classroom type, such as some of the applied arts courses and most of the business courses. It was simply a matter of adjusting weights until you had a formula that when you plugged in the information for the colleges using their 1969-70 enrolment distribution you would generate an income which would generate an income which would come fairly close to matching what we had actually give them in 1969-70; so the transition to the formula could be fairly smooth.

"The original university formula had what they called an emerging university grant which was supposed to drop off over a five year period. Rather than a time limit we build in a size factor so that the grant per student then was quite high for a small college and diminished as the enrolment of the college grew. A 4000 full-time equivalent enrolment was selected as the cut-off point."

The Enrolment Formula has the form:

$$E = kU(W_1N_1 + W_2N_2 + W_3N_3 + W_4N_4).$$ [54]

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54. Memorandum 71-B-1, dated May 5, 1971 to Colleges of Applied Arts and Technology from Director (Jackson) Applied Arts and Technology Branch, Department of Education.

where E = the Enrolment Formula portion (major portion) of the total annual operating grant in dollars.

k = Equalizing Factor which compensates for difference in economies of scale among large and small colleges.

U = Basic Income Unit (BIU) in dollars per Full-time Equivalent Student-Year ($1730 for 1971-72) - amount to be reviewed periodically.

W = Weight assigned to a category of programs [55] varying from 1.0 for programs not requiring special laboratories or services to 2.0 for the Allied Health cluster requiring clinical experience.

N = Number of full-time Equivalent (F.T.E.) students enrolled in the programs of that category.

The Equalizing Factor (k) was devised to compensate for the unequal rates of growth.

> "Experience has shown that cost per student in a college diminishes as the enrolment increases until a certain point of 'viability' has been reached." [56]

The Equalizing Factor (k) developed for the colleges in Southern Ontario is

$$= 2.8 - 0.5 \log N_W \qquad (N_W < 4000)$$

where $N_W = (W_1N_1 + W_2N_2 + W_3N_3 + W_4N_4)$

= full-time equivalent weighted enrolment.

The value of k for full-time day classes from 1.8 for a full-time equivalent weighted enrolment of 100 to 1.0 for such enrolment of 4000. For all full-time equivalent weighted enrolments over 4000, the Equalizing Factor remains as 1.0.

A separate equalizing factor formula was established for the three Northern Ontario colleges to compensate for their large geographical areas, sparse population distribution and higher service costs.

For extension programs, in order to avoid a complex auditing procedure of different weights for different types of programs, the weight of 0.6 provided partial support for both credit and non-credit courses,

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55. Memorandum 71-B-2, dated June 8, 1971 as above.

56. Memorandum 71-B-1, dated May 5, 1971 (see No. 54).

and N, the number of full-time equivalent students, was established as one-sixth times the total of student-subjects in all part-time extension classes.

The annual operating grant to a college of applied arts and technology (on behalf of fee-paying students) is made up of three and possibly four elements.

"Total grant = Enrolment formula plus
Rental Accommodation plus
Special Allowance (if any) minus
Standard Tuition Fee income." [57]

In answer to the question of the acceptance of a formula to provide operating funds for colleges, the Director of the College Affairs Branch of the Ministry made the following statements: [58]

"The formula was intended simply to generate funds that would allow the college to exist. I think probably the Treasury people saw it as a means of controlling the expenditure of the colleges. In actual practice it doesn't save money because the formula had to be designed so that all of the colleges could survive and not operate in the red. If a formula allows a slightly inefficient college to break even, the more efficient colleges are going to be able to tuck money away and build up a reserve. From my point of view this is a good thing because the colleges started with no reserve funds whatsoever.

"Since then [beginning of formula financing] the colleges have been able to do some costing and it is easy to determine which programs generate more money than they cost.

"Over the last couple of years the college financial people have been looking at the formula more as a cost recovery device than as a global budget generating device. So there has been quite a campaign to fiddle with weighting factors in order to get more money for individual programs where the cost exceeds the revenue generated. We never hear, of course, about the ones that are over-funded.

"We do know that the extension programs can be money-makers for the colleges in the metropolitan areas where they can get quite large enrolments and charge quite substantial tuition fees. This helps to offset deficits in other areas and this, of course, is what the formula is supposed to do, that is generate a fairly equitable amount of money for each college.

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57. Memorandum 71-B-1, dated May 5, 1971 (see No. 54).

58. Transcript and Tape Nos. 40 and 41.

"Another thing we did instead of funding only credit extension courses under the formula as the university formula does, we took the ratio of credit and non-credit enrolment in the previous year - the colleges were offering about 60 per cent credit extension courses, and we funded all of the extension programs at a 60 per cent rate rather than 100 per cent for credit courses only. So the amount of funding to the colleges would be essentially the same either way as long as that balance between credit and non-credit programs continued. This, too, avoided all arguments about what is credit and what isn't.

"One of the major weaknesses of the formula is its open-endedness in that the last student recruited generates the same number of dollars as the first student in a particular class. This is characteristic of both the university and college formulas, and of course, encourages competition for students. During the last couple of years when the number of available students was beginning to level off, it created some rather keen competition which has been open to considerable criticism.

"The formula has changed a little in the last two years and again these changes have come about because of the formula being tied into the university formula.

"The major change in the past two years is due to the unexpected drop in enrolment in the fall of 1972 in the universities.

"The formula up to that time was based upon the current year's enrolment and the enrolment that was audited in December determined the revenue for that year, which was well underway at that particular point in time. The small universities that dropped in enrolment in the fall of 1972 were in financial difficulties. The Formula was modified for the following year, 1973-74, to calculate the funding on a slip-year basis which meant that the enrolment of the previous year is used to calculate the current year's grant. In this way the effect of back-slide enrolment is postponed for a year. That type of formula did work to the benefit of the university with a dropping enrolment but to the disadvantage of the colleges that were still growing. If you were working close to budget, you couldn't afford to add extra instructors unless you were generating money for them in the current year.

"It was quite apparent that the colleges would have to stop growing other than putting a few more students into existing programs.

"For the fiscal year 1973-74, the enrolment was calculated on the last year's enrolment plus a growth allowance for additional enrolment.

"For the year just starting, 1974-75, we were supposed to go on full slip-year financing like the universities.

"When we were looking at the formula in the first case we did test counting colleges like St. Lawrence and Cambrian, both of which had multiple campuses which were fairly large and fairly independent, counting the enrolment separately and generating a separate size factor for each of these campuses. Doing it that way, however, would grossly overfund the colleges.

"At that 1970-71 stage in their development because the k-factor generated by less than a thousand students on each of the campuses was quite sizeable. So the final formula that was put into effect counted all the colleges as if they were single campus colleges with one exception. Two years ago Cambrian was experiencing difficulties on the formula because the combined enrolment of the three campuses was reaching the 4000 cut-off point. In growing from 3500 to 4000 the drop in the k-factor was going to completely offset the increase in revenue. Their simple administrative structure became overloaded and a new administrative structure had to be developed making the cost jump. Fortunately Cambrian's problem was solved by splitting into three separate colleges with separate boards of Governors.

"The 4000 cut-off valve was taken directly from the universities. I don't know how this figure was arrived at originally other than it was considered that a viable university would have an enrolment of 4000 students. Since our formula was to be as similar as possible, that magic number got filled into our formula as well.

"The formula was intended to generate a global budget and enrolment was the modus operandi to appear to be impartial, but it had a tremendous steering effect on the college planning because the colleges didn't look at it as a globe budget. They look at it as so much for these students, so much for those students and so much for something else.

"As long as you are on formula that counts heads and puts weights on them you have that problem. A formula of this particular type is becoming less effective for college financing each year, and we are hoping to be able to make some significant changes."

In reply to questions on the financing of building programs and the purchase of property including the problem created by the withdrawal of Federal Funds in this area, Mr. Jackson's answers are recorded in verbatum as follows:

"On the capital side of the financing during the first year of college growth, the funds that were provided

"in the operating funds also had to take care of capital expenditures which were pretty well related to renovations. At the two colleges, Centennial and Lambton, that got going in the fall of 1966, Centennial bought and renovated the old Canadian Arsenal's building in Scarborough and Lambton leased and renovated a vacant elementary school, so that the capital expenditures during that year were buried in the operating expenditures and were not sorted out.

"Starting in 1967 the University Capital and Legislation was amended so that the colleges could be funded for capital expenditures the same as the universities through a mechanism whereby the Board of Governors of the college sells debentures to the Capital Aid Corporation and the C.A.C. provides the cash. The repayment of principle and interest although it is shown in the estimates as a charge for the college system doesn't actually go through the colleges, the funds go directly as a book entry within the government itself.

"When legislation was being developed it was estimated that the college building program would cost about $5000,000,000 in total to build a basic campus for each college, and at that point in time it was definitely expected that the college would have a campus something like a university campus except that there would not be any residences. Since the colleges were viewed as alternatives to universities, they were expected to eventually have gymnasiums and auditoriums and student lounge areas the same as a university. At the time that the college legislation was approved we were still under the Technical and Vocational Training Agreement with the Federal Government of which the Federal Government was picking up 50% of capital costs. It was anticipated that Ontario would be paying about $250,000,000 and the federal government would be paying $250,000,000 to provide basic campuses for the colleges. It was estimated then that this could be done over a five year period and that the Ontario government would be able to spend $50,000,000 a year and the federal government would match that and we would build these campuses over a five year period.

"At the same time that the capital building program was about to get underway for the colleges the federal government cancelled the Technical and Vocational Training Agreement, and replaced it with the Adult Occupational Training Act which provided no cost sharing for capital. Under that, we were allowed to charge into the operating cost some depreciation of capital but the initial capital to provide facilities just wasn't there. So the whole $500,000,000 anticipated expenditure fell back on the Provincial Government. The immediate effect of this was to change what was to be a five year building program

"into a ten year building program. This required the building programs of all colleges to be broken up into modules. It was not feasible to have fifteen colleges sit by and wait while five colleges built and then the remainder take their turn. All colleges had to start building programs including even those colleges that inherited an institute of technology, or a new vocational centre. Some of the buildings were quite new, but in inheriting those facilities the Boards also inherited in many cases a full complement of students so that in order to expand into college programs the boards had to look for extra facilities right off the bat. All colleges then were involved in a building program of some sort. Some were more advanced than others in which they had plans for a building under the old technical institute days; others had to start right from the very beginning.

"By the time the main building program got underway, it was under the Capital Aid Corporation with the province standing the full force of the expenditures so that the maximum we have ever been able to acquire in a year for a college was $63,000,000 for a couple of years in 1970-71 and 1971-72. This required the colleges to develop a type of building program that could be broken into modules or phases keeping the cost of a module from $2,000,000 to $4,000,000 depending on the size of the college. This meant that the building program didn't really spend very much in the first year. In 1967-68 they spent only a little over $6,000,000 because the architects who came in with complete master plans for a campus that was going to cost $20 - $25 million in one fell swoop had to go back to the drawing board and develop a master plan that could be built by modules. The annual capital funding plan under the Capital Aid Corporation cost approximately $6,000,000 in that first year '67-'68, going up to $37,500,000 the following year '68-'69, $42,000,000 in 1969-70, and then $63,000,000 for the next two years - 1970-71 and 1971-72. The year after that, 1972-73, was the first year of the capital moratorium.

"The capital moratorium was put into effect in November of 1972 but the building program had certain commitments so that we still had to spend $54,000,000 that year in order to meet those commitments. By '73-'74 the effect of the moratorium started to take hold as no new projects got underway and the capital spending was simply finishing off existing projects and emergency renovations. The '73-'74 capital spending dropped to 25.6 million dollars and with the capital moratorium still in effect for this year it looks like we will probably be spending less than half that amount for 1974-75.

"What, as I mentioned, was supposed to be a ten year building program got cut off by the capital moratorium just half way through it. As a result the colleges, unlike the universities, were placed in an awkward position. Some colleges that had been ready to go at the beginning were able to build a fairly decent basic campus in those first five years; other colleges are still working in temporary facilities, having only got as far as acquiring a permanent site. We have two permanent sites with nothing more than a sign on them."

Discussion concerning the five-year or Multi-Year Plans for the colleges suggested references to a number of memoranda from the Council of Regents and the Applied Arts and Technology Branch, later the College Affairs Branch to the colleges that outlined the guidelines and specific objectives. For reference these memoranda are:

71-A-3, dated July 6, 1971 (Guidelines of the 1970-75 Multi-Year Planning).

72-A-7A, dated October 30, 1972 (1972-77 Multi-Year Plans for the CAATs); and

MYP '74 - dated September 1973 (Guidelines for Multi-Year 1974).

In addition Ontario Regulation 506/72, made on September 22, 1972, revoked subsections 2 and 3 of Regulation 169, 1970, and directed Boards of Governors to submit, not later than the first day of March in each year,

"to the Council of Regents for the approval of the Minister, a mutli-year plan containing such data and in such a format as the Council may require.

"The multi-year plan shall include an estimate of the operating and capital costs of the board of governors for the next ensuing fiscal year and such estimates shall include any estimated surplus or deficit in respect to its current fiscal year."

The format adopted by the Council of Regents was the Campus System so that the data supplied by the colleges could be refined in such a manner that more valid comparisons of functions within colleges could be made. The first two or three five-year plans submitted by the colleges, in effect, were training exercises, but with refinement they have been developed

"to allow maximum possible flexibility in the specification of the unique planning policies and regional characteristics

"by individual colleges while ensuring the cross-college consistency of the multi-year planning process with regard to the socio-economic policies and analytical requirements at the provincial and federal levels."

The objectives of the multi-year planning process are explained in 1972-77 guidelines as follows:

"In their bid for the limited provincial and federal resources, the Colleges of Applied Arts and Technology are faced with a challenge of growing competition from other segments of society in general, and from other educational institutions in particular. A systematic and rational approach to the allocation of such limited resources at the ministerial level, and an efficient method of planning and monitoring the allocated resources at the college level, constitute an effective way of enabling the college to cope with this challenge.

"The increase in demand for justifying the long term resource requirements at the colleges, and the emphasis on demonstrating the cost-effectiveness of resource utilization in achieving the educational objectives, dictate that the planning and budgeting process of the colleges be focused more on clearly defined college missions and objectives (mission-oriented budgets) than on patterns and modes of expenditures (line-item budgets).

"Also, because of the magnitude of the provincial investment in community colleges, it is equally important that the planning and budgeting documents submitted by the colleges show the impacts of current policy decisions in more specific and explicit form and over longer time horizons. The computer-assisted program planning and budgeting system currently operating at the colleges is intended as one of the major vehicles for achieving the above objectives." [60]

"The colleges must be accountable to the public (through the legislators) for the proper, wise and efficient expenditure of public funds. More than that, they should achieve and maintain an open posture which says in effect, 'Here is our account of our stewardship; here is a reasoned projection of the current and future need of the people of our community for our services of delivering those services.' The multi-year plan should not only serve these purposes, but should also be of specific value to the individual College, the Council of Regents and the Minister of Colleges and Universities." [61]

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60. Ibid.

61. MYP '74 - Guidelines for Multi-Year Plan '74 dated September, 1973.

The significance of each year in the multi-year (five) plan was explained by Mr. Jackson as follows:

> "The first year is the year that is just about finished by the time the plan is due (March 1). It should reflect fairly well what actually has been happening in the college that year. We use this to go back to the previous Five-Year plan to see how closely it matched what the college intended.
>
> "The second year of the plan actually becomes a budget for the year starting April 1 since we are not on a budget review now. [Operating funds are generated by formula.]
>
> "The third year should be a fairly accurate projection of what they [the college officials] are going to do in the first planning year [of the multi-year plan]. This is inclined more or less to be a projection done by the model itself of the implications of what they are actually going to be budgeting for in the current year.
>
> "The fourth year is inclined to indicate things that they are definitely planning to do.
>
> "The fifth year is really getting into the 'crystal balling'.
>
> "This was the idea of a rolling five year plan. What was forecast last year is now actually this year." [62]

Refer to the Bibliography and the list of documents for further information concerning college financing.

PART IV

STUDENT ASSOCIATIONS
STUDENT COUNCILS

Student Associations at both the college and provincial levels similar to organized groups in other sectors of society ranged from very effective to "dismal". The degree of effectiveness seemed to be related not only to providing good leadership in the traditional areas - social and sports activities, but also to the association's ability to react to the needs of individual students just as much as to those of major student groups within the college, and perhaps, more important, to student participation in college affairs. In this latter category, it had to be a meaningful participation in those affairs that directly

affected students such as student representation on the academic council, on curriculum committees and in college restructuring, as well as involvement with the Board of Governors.

Discussions with students in several colleges suggest that, in most cases, student concerns, unlike staff members, are of an immediate nature. They are in attendance for one to three years only, consequently any decisions with long range implications are considered largely either as irrelevant or only in terms of the present effect.

Those colleges recognizing that student participation is most productive in the areas of immediate concern appear to have struck a balance between an apathetic student body and the activists.

A conversation with a president of a students' association in the 1970-72 period disclosed the following insights with respect to a student's association in one college:

> "The student association when I ran for the office [of president] was in a dismal sort of state. There was only a 16 per cent turnout for the election. Only three people were nominated for the executive council, one of whom by acclamation. The council was comprised of 18 members, six of whom were acclaimed and the remaining seats were vacant, so there no elections for council.
>
> "We completely revised the structure making it more responsive to the students. Then we moved towards getting the students involved in the college system. We got representation on the academic council and on curriculum committees. We had student involvement with the board of governors. Student interest picked up quite a bit that year." [63]

In another college, once the student association undertook a major project of planning and constructing a student union building, the students took a greater interest in student affairs.

PROVINCIAL ASSOCIATIONS

An exploratory meeting of representatives of the student administrative councils of the Ontario colleges of applied arts and technology was held in July 1968, resulting in the formulation of the Colleges of Applied Arts and Technology Student Association of Ontario (CAATSAO).

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63. Transcript and Tape No. 24.

At a subsequent meeting held at Kingston in October of the same year the following objectives were adopted by the Association:

> "To provide the channels to promote the general well-being of students and alumnae of the member Colleges of Applied Arts and Technology;
>
> To achieve through communication and publicity, for the mutual benefit of all members, the promotion of a public image that will assist the individual student in his development as a scholar and a citizen;
>
> To achieve through communications, a viable liaison with all Colleges of Applied Arts and Technology administrations, faculty associations, the Department of Labour, the Department of Education, the Department of University Affairs, the Department of Manpower and Immigration, and all student and professional organizations;
>
> To preserve the individual identities of each member College of Applied Arts and Technology." [64]

Later the Association applied for a charter in the name of the Ontario Colleges of Applied Arts and Technology Student Association (OCAATSA) and established an office at the Centennial College of Applied Arts and Technology in Scarborough, Ontario.

The Association embarked on a number of service projects such as

> college research involving surveys in student housing, student government, summer employment, college graduates, drop-outs and student transfer;
>
> public relations in the area of informing the public as to the nature of college diplomas and certificates; printing for student newspaper, letterheads and other printing needs;
>
> travel by providing reduced or package fares for overseas flights, ski-week ends, and for special events such as the Quebec Winter Carnival including travel for college athletic teams;
>
> entertainment in the form of a booking agency for student functions;
>
> informational resource centre as a library of pertinent information for college students; and a series of semi-annual conferences to provide for inter-college communications.

The proceedings of one such conference, in February 1969, were reported in the Toronto Star under the heading of

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64. CAATSAO Secretariat Report - Spring '70.

"No Confrontation: Words Best Course these students say", as follows:

"Co-operation instead of confrontation was the rule decided on by the students from Ontario's 20 community colleges during a weekend conference at the Lord Simcoe Hotel. 'We voted to use established channels to obtain our objectives or establish new ones where necessary', said Bill Cherry of Mohawk College, Hamilton, at the close of the three-day session of workshops attended by 120 delegates from all parts of the province. 'If we can come up with a concrete proposal backed up by solid research, we can't see an administration of intelligent and experienced men turning it down', he said.

"While the Association does not consider itself a policy-making body, it is prepared to work out general guidelines to co-ordinate the efforts of the individual student association. One problem discussed was student housing." [65]

At this February meeting too, "the Association took formal strides to become an entity to work student problems unique to the [Ontario] colleges, as opposed to joining the existing university unions." [66]

In the first four years, the Association represented the Ontario College Students in the following:

The Canadian Commission for Community Colleges - a Canadian Association for Adult Education sponsored project financed by a grant from W. K. Kellogg Foundation;

The Association of Canadian Community Colleges; and

The Commission on Post-Secondary Education in Ontario.

The Association, however, not unlike many other similar organizations in the embryonic stage, experienced difficulties - difficulties associated with failing to maintain good communications with members, obtaining and keeping paid up memberships, deviating from original objectives and committing the Association "to all sorts of result-producing enterprises which have nothing in common with the original purpose of OCAATSA". [67]

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65. Toronto Daily Star - February 17, 1969.

66. College Canada, Vol. I No. I, April 1969 - Students Help to Shape College Movement - by Heather Lee Killy - Student Representative C.C.C.C. Board of Directors.

67. Report to the Presidents of Student Associations of Ontario prepared by the Algonquin College of Applied Arts and Technology Students' Association - 1970.

These difficulties which caused frustrations and the eventual withdrawal of some memberships, were expressed in a report to the Presidents of Student Associations by the Algonquin College of Applied Arts and Technology students in the summer of 1970. Quoting in part

> "OCAATSA was originally designed to serve as a tool which any or all of its members could use to achieve these goals. [Original objects of the Association] Unfortunately, some people have not understood the true nature of the association, and are trying to make OCAATSA into a distinct and separate body that will pass legislation just as if it were the directly elected government of all CAAT students, and which will adopt and publicize in the name of all Colleges views and policies which in act are opposed by a minority of the colleges.
>
> "The recent OCAATSA pronouncement on OCAA and Varsity leagues is the most obvious indication of the way things are shaping up.
>
> "It was never the intention of its founders that OCAATSA be a government. They passed the following motions at their first meeting:
>
> Resolved that:
>
> (a) the organization be set up as a communications network, not as a political hierarchy,
>
> (b) each and every motion and resolution of and by the association shall be subject to ratification by the individual member college student governments.
>
> "This attempt to model OCAATSA along the lines of C.U.S. [Canadian Union of Students] was rejected overwhelmingly, but the organization has been slowly sliding into the posture that CUS took before it collasped." [68]

With the withdrawal of the college with the largest enrolment, the Association had to cut back on many of its committment. Later in the 1970-71 year the President resigned.

During the next year the Association re-organized and in June 1971 was renamed the Association of Community College Students (OCAATSA Inc.). According to the Co-ordinator's report, it was created "to strengthen and exposed upon the concept of a provincial association for Community College Students "with the objective of ensuring" the accessibility and

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68. Ibid.

availability of relevant services to College Students' Associations."

The Associations offered three major services to the coooperating student groups, namely:

Consulting on matters related to individual College Student Associations,

Making available information concerning student associations, and

Assisting in the training of student association members and associated staff.

The Association directed its energies to "serving the needs of the individual and improving his effectiveness". It was reasoned that "the decline of the old organization of community college students" which resulted "its ultimate collapse" was caused by "the organization's movement away from the problems of the individual and toward the exclusive recognition of the majority only. A second emerging attitude was one of confrontation: thus the organization drifted away from its previous theme of cooperation".

Even with these revised objectives, the new Association did not receive any more support from the college student associations than its predecessor and consequently in the spring of 1973 was forced to discontinue its activities. However, according to a report in the Humber College students' newspaper, the Coven, dated February 19, 1974, the "Ontario Community Colleges will attempt to revive the Association of Community Colleges Students (ACCS) despite the association's past performance. The ACCS, which folded last May from lack of financial support, has been showing signs of rebirth. "At present there is no association that represents the Colleges in Ontario."

A GRADUATE'S POINT OF VIEW

The next several pages contain excerpts from an interview with a college graduate who held an office in the provincial students' association for two years. Although these extensive quotes are from one graduate, casual conversations with students and graduates of several colleges would suggest that the recorded answers to questions and comments on the responses are in general reflections of other students and graduates opinions of the period.

Since governors, presidents and administrators have been quoted profusely throughout the chapters, it is only fitting that the students' points of view be included for current and historical purposes in a chapter headed, The CAATs Seek Fulfillment.

The following excerpts were transcribed from a taped interview [69] in January 1973 and cover a period of approximately four years:

"I wasn't associated with CAATSAO (Colleges of Applied Arts and Technology Student Association of Ontario). It started in the summer of 1968. As an organization its executive held conferences. They talked a lot, drank a lot, but really didn't do very much.

"[In the beginning] the metro colleges got together to form a Tri-CAAT Association - Seneca, George Brown, and Centennial and later became a four college Association when Humber College joined.

"Those colleges sent a letter to all colleges asking them to come to a conference [exploratory meeting] which I believe was held at Centennial College in [July] 1968.

"At a later time they adopted a series of aims and objectives [listed previously - refer to page] for the organization.

"The structure was made up of a senate in which each college had one vote on all matters except finance. In this they had one vote for each 500 students. There was initially a membership fee of 25 cents a student.

"The organization decided to have an executive-secretary. William Cherry, President of Mohawk College Students' Association, was the first to hold this position.

"The Association set a policy of holding fall and spring conferences and as I recall two were held.

"In the spring of 1970, the Association (CAATSAO) decided to incorporate and it became the Ontario Colleges of Applied Arts and Technology Students Association (OCAATSA) - a slight variation of the original name.

"This Association became very ambitious with a lot of support from the colleges. It came forward with a very active proposal for running a lot of services [for the colleges] such as printing, publishing a magazine, public relations, and all sorts of things [for a more comprehensive list refer to page].

"A budget proposed by the Secretariat was over $300,000. That scared a lot of student associations. They were not willing to commit that sort of money.

"The Association was more of a social organization where students could get together and talk in hotel rooms. They had illusions of doing a lot of ambitious things, but they never really got down to it. The Association wandered somewhat.

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69. Transcript and Tape No. 24.

"In the summer after the Secretariat brought in its very ambitious program, Algonquin College which was the largest and, of course, paid more membership fees than any other college presented an alternative proposal to the Secretariat's. The proposal involved a telex system to join the colleges to improve inter-community college communications - a need thought essential.

"The proposal was defeated by the Senate and Algonquin College (students' association) withdrew its support at the end of the term. That eventually led to the dissolution of the provincial association because of lost important revenue and, too, as a result, the smaller colleges lost confidence in the provincial association.

"Within this organization [OCAATSA] there was also the phenomenon common to many provincial organizations in Ontario, I think, where the Northern Colleges, like Northern citizens, feared the South. They felt that the South held all the high cards and have all the power. They [Northern Colleges] felt they couldn't make a meaningful contribution. This wasn't true. The Southern Colleges were anxious to listen to the Northern Colleges, to aid them and be aided by the north.

"With support further weakened, the [provincial] organization began to decline. Its last big splurge was to bring out a magazine for all the Ontario Community Colleges. The magazine was felt to have been botched because it represented more of the leftish faction in the colleges which, of course, wasn't supported by the majority at that time.

"That was the final kiss of death. The Corporation dropped, I believe, to five members in the summer of 1971.

"At that time the five got together. Although we had made serious mistakes, we decided not to merely run out on the Association as the other colleges had, but rather try to change things. This was an important decision because the colleges that left OCAATSA did not try to change it and make it stronger.

"The five colleges that got together decided that the way it (OCAATSA) had been running was just serving the majority of the students. The community colleges were so diverse in their aims, directions and their sizes - in small towns and in urban areas, and they all had different needs.

"We formed an organization called the Association of Community College Students (ACCS) which operated on a pluralist system of power in which the individual college is the one that controls the Association. If a college had a request for the Association to do something, the As-

"sociation had to respond to that request. It might be representing it on the Student Awards Committee on a particular issue or some other issue to the Government or doing a research project on students.

"In several instances when students were involved in selection committees for the administration, they would 'phone the Association (ACCS) asking, 'Would you know anything about this individual from such and such college', and we would feed this information back to the students.

"OCAATSA remained as the corporate body. We used OCAATSA for the day to day operations in terms of salaries, offices and supplies. That Corporation exists today [January 1974] and still has a Board of Directors, but it is dormant.

"One college association never joined. I became concerned about that and called through and got the Vice-President, I asked, "Why did they not participate in our regional meetings. He said, 'Our President [Student Association] went to one meeting of your Association and he was thoroughly disgusted with what is happening. It was held in a big luxury theatre with four Councils represented. They were on stage and fighting among themselves. People in the audience were very rude to them so he walked out. I was kind of taken aback and hung up. Later I realized what had gone on. The President of that Student Association wasn't at the Provincial Students Association meeting, but at an ACAATO meeting. He had walked into one of their workshops on students.

"ACCS was active for a two year period until the spring of 1973. This organization gained slightly in strength from the OCAATSA low of five until ACCS reached nine colleges. The major problem with ACCS was its Executive Coordinator, needing more money being married, had to leave. The Association was not in a financial position to support a new staff. There was a big turn-over in the Executive and eventually it fell apart. One interesting thing; there were three colleges just ready to join the ACCS organization when it dissolved, but the Corporation still exists.

"CAATSAO when it first started had almost 100 per cent membership; OCAATSA had approximately 75 per cent, but when it raised membership to $1.25 per student, membership dived to less than 50 per cent and then declined to approximately 15 per cent; ACCS had about a 35 per cent membership.

"One of the activities of the Association (ACCS) was representing students on the Ontario Student Awards Committee.

"The objective of the Association of Community College Students was to assure the accessibility and availability of relevant services to college student association who desired them. This was accomplished by informing college association of the

"purpose and methods of the Association, and by promoting the training of executives, representatives and other staff involved in associations. We felt that student association executives came into positions very rapidly for which they had no training and were expected to deal with a wide variety of people.

"Another was the promotion of relevant research in areas of interest in student associations, for instance if students wanted to do something such as faculty evaluation. Although they may have thought it a good idea, they didn't have the information with which to compare. We gathered the background data for them.

"Still another area was constitutions - always a problem. We assembled constitutions from similar organizations across Canada and from the U.S.A., and prepared a model. The Association was very active in designing Mohawk's most recent association constitution. In fact the document for ACCS constitution was used by some colleges for their own use because it outlined basic philosophy and criteria.

"As far as student involvement on a national sense, there was nothing significant except perhaps in 1968. I think, for the Canadian Union of Students. A very few community colleges, perhaps one in Ontario joined that organization.

"In the '72 annual meeting of the Association of Canadian Community Colleges (ACCC) there was talk of students having a national association, but nothing came of it.

"When the ACCC was formed at a conference in Ottawa, it started off on a parity basis with students. Students were active in regional and national boards.

"One of the beliefs of the Association of Community College Students was that we felt that students should work within the system. We have a paragraph in our design document that outlines it quite well. We thought that we should have within the colleges one voice that spoke for the colleges.

"We felt that ACAATO (Association of Colleges of Applied Arts and Technology of Ontario) should become an active organization in the colleges. It should be representative of faculty, students, and administration as well as governors. In fact we suggested that in a meeting when we explained our organization, we promptly received a cold shoulder, although, I understand, one board of governors did actually support the concept that students be involved. You will have to check that out to see if it really did happen.

"One failure of ACCS was that we did not get the Northern Colleges into the organization. They still remember OCAATSA and a lot of the smaller colleges remembered experience with OCAATSA.

"OCAATSA as an organization, I don't remember the date, made a request to the Council of Regents to provide representatives or at least observers to their meetings. The Regents either did not respond or responded negatively.

"One of the members of the (ACCS) Secretariat discovered in one of the files of a president some information in a document from the Secretary of the Council of Regents concerning a motion requiring students to sign a 'loyalty oath' as we called it, that the student promised to obey all the rules and regulations of the college. Having seen the document and a covering letter from the President of the College Presidents' Association, these both infuriated the students and also made them laugh. We decided we should put a stop to this kind of nonsense. We felt it was unnecessary and just wasn't warranted with the political situation very quiet. We went to the meeting [several bus loads for a number of colleges] which was held by the Council of Regents at Sheridan College in November 1970, uninvited mind you. We knocked on their door stating we wanted to meet with them [Regents]. They agreed. Later we piled into the room and raised this topic with them. I saw fear on the faces of some members. Meeting students this way, I am sure, was a first time for some of them and they didn't know what to make of it. A reason by one Council member was to prevent a situation that had happened that summer on an American University Campus. This astounded students because there was nothing common to the situation in the Ontario colleges. Anyway they [Regents] decided not to press the loyalty business.

"One thing to come out of that meeting was that the Council of Regents agreed to meet with students every six months. It is interesting from the Provincial Students Association standpoint that the invitations were never directed to Students' Associations. Although requested both verbally and in writing to have a Provincial Association representative present, they [the Regents] refused to recognize the Provincial Association.

"When these meetings were first started the invitations were sent to the Presidents of the Colleges to send student representatives. Several colleges refused to send students from their associations for fear, I suppose, they would tell tales about the colleges to the Regents. However, I think that situation for the most part has been ironed out now. Some colleges were sending manpower students.

"The meetings for the most part have never been productive. Students tend to ask the same questions and in turn got the same obscure answers on such things as housing and supporting buses. This latter problem has been resolved now. So the students were very frustrated after the meetings. They have not been very productive in any sense except to get students together to talk among themselves.

"It was my experience where students requested participation with boards of governors, that responses were varied. In instances where boards merely allowed observers to come into open sessions of the meetings where they simply approved motions, it wasn't very meaningful and so the students didn't attend. Some governors interpreted that as a lack of interest which, of course, it wasn't. It was the fact they were not involved.

"Where students were involved in discussions in board meetings, the participation was fairly good, regular and sound.

"Student participation will vary according to the actual real involvement. When they are given something to deal and to work with, they will be very responsive.

"Another thing is that student participation varies with the local student association. If they [the students] are not concerned with that aspect, they do not get involved for that year. A kind of wave action results. That has been the case in most colleges.

"Students in most colleges in general didn't respond very well to student associations. In such cases there were frequently problems - scandals and accusations of mismanagement and things like that.

"When students realized they had a very sound student association that listened and responded and did things for them, there was good support for the student's associations.

"We found in ACCS, when we sat down at Centennial College - the five colleges at the end of OCAATSA, where we had gone wrong. We analyzed everything we had done in both CAATSAO and OCAATSA. We came to the conclusion that constitutions did not make organizations, rather people made organizations and that, I think, was the main reason for abandoning a functional constitution as a means for operating ACCS. The constitution was left there strictly for expendience in the financial matters. The design document outlined philosophical concepts and organizational concepts. We found that, whenever we started to have individuals reacting instead of delegates interacting, this improved the organizational strength of the Association.

"In general the student organizations relected the attitudes and directions of the college. If the college for instance comes across as a gung-ho public relations type - doing a lot of things and getting a good press, the student association was the same way if they had the skill to carry it off, otherwise they failed as one college association did for three years.

"In terms of the centre of power in the Ministry, the Provincial Students' Associations and students in general perceived power, and I think correctly so, centred in one individual, the Chairman of the Council of Regents. They didn't see much power in the Applied Arts and Technology Branch. I don't think they dealt much with the Branch. They did see the Council of Regents as the political voice. The Chairman had an influence over that quasi-public board.

"When Mr. White took office, the Ministry seemed to want to open up the colleges. It started to gather facts and figures, started to find out what the colleges were doing. At that time we saw more things happening in terms of ministerial involvement. In fact we could get some action through the Minister to the point when his successor gave us a grant to hold a conference which from the Ministry of Colleges and Universities was an unheard of previously. The Council of Regents had always refused to recognize the Provincial Students' Association.

"One of the problems we always had was interference from the administration in the colleges, some presidents and especially the Student Affairs Officers who ran interference between the administration and the students. The students' associations and the Provincial Association depended on somebody to give them fairly solid answers to some questions. When the students needed help they nearly always turned to the Student Awards Officer or Student Affairs Officer who in most cases gave answers suitable to their own positions, protective of course. In fact Student Affairs Officers tended to discourage student associations from joining the provincial groups. They tried to control student associations by various methods such as separating them from Student Unions.

"There was always a battle between the student associations and the athletic Directorates.

"In 1968 there seemed to be no difficulty in a college graduate getting a job, a significant place in society, largely the result of the public relations machinery that was set-up. In the '69-'71 period graduates were not being offered good positions. Some were not accepted. Even the Provincial Government would not look sideways at a college graduate. That raised some doubt and that doubt continued until '72. The university graduates in fact had the same difficulty. They couldn't get jobs. About that time the college students were beginning to get greater recognition. There were reported cases where college graduates were getting jobs over university students. This boosted morale right through the colleges and it continues on that way I understand."

Refer to the Bibliography and list of documents in the appendix for information on Student Associations.

PART IV

COLLEGE ASSOCIATIONS

Faculty Associations

Prior to the establishment of the colleges of applied arts and technology, there were two faculty associations in the provincial technical institutes, the Ontario Technical Teachers' Association (OTTA) in the provincial institutes of trades and Ontario Vocational centres, and the Ontario Institute of Technology Faculty Associations Federation (OITFAF) in the provincial institutes of technology. On the formation of the colleges each attempted to represent all the colleges. The former gained strength in the colleges that emerged out of institutes of trades and vocational centres, and the latter in the colleges that grew out of institutes of technology, but neither group could claim popular support.

After several attempts by each group to gain recognition from the Ontario Council of Regents to represent all faculty members of the colleges without success, the OTTA proposed a merger with the OITFAF under the name of the Ontario College Masters' Association (OCMA). A meeting involving representatives from fourteen of the nineteen colleges was held in November 1967 to explore "the possibility of expanding the Association to embrace all the colleges of applied arts and technology".[70] This meeting was followed by another January 13, 1968, at which time a pro-tempore executive was elected. This meeting, too, only attracted representation from fourteen colleges.

In a letter, dated January 17, 1968, the Chairman of the Pro-tempore Executive, advised the Executive Secretary of the Ontario Council of Regents that the January 13th meeting, "formerly endorsed the creation of an association comprising teachers in all the colleges", and had "elected in a pro-tempore executive to deal with all matters of interest to teachers in the Colleges and to organize a founding convention of the association to be held not later than

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70. Memorandum addressed to All Faculty Members of Colleges of Applied Arts and Technology from the President of OCMA after November 18, 1967 meeting.

May 30, 1968". The letter also informed the Council that "the meeting directed the pro-tempore executive to make all necessary preparations to bring about a review of salary scales for 1968-69", and requested an early meeting with the Council of Regents. As an interesting side-light the writer signed the letter as the Chairman, Pro-Tempore Executive, Community College Teachers of Ontario making no reference to the Ontario College Masters' Association.

In this period too, as a result of the December 1967 ruling of the Ontario Labour Relations Board, the Colleges of Applied Arts and Technology had been identified as Crown Agencies, and as Crown Agencies, the Public Service Act governed employment conditions for all such employees except for those specifically excluded by the Act. Since the employees of the colleges had not been excluded, the Civil Service Association of Ontario approached the Ontario Council of Regents claiming exclusive "bargaining rights"[71] under the provisions of the Act for all employees of the colleges.

On these grounds the negotiating committee formed by the Staff Relations Committee of the Ontario Council of Regents "recognized the Civil Service Association of Ontario as the bargaining agent for teaching, academic support and non-teaching staff employees of the Colleges. This was in conformity with the requirements of the Public Service Act but was done without consultation with, or the consent of all Colleges." [72]

Following the decision of the Ontario Labour Relations Board, the CSAO initiated steps "to increase its membership" [73] especially in those colleges that did not emerge out of former provincial technical institutes.

This action of the CSAO was opposed by several members of the college faculties and the Pro-tempore Executive named at the January 1968, meeting and as directed, convened a founding convention of

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71. CSAO News Release - May 23, 1968.

72. Collective Bargaining in Ontario Government Services - Judge Little Report, May 1969.

73. Toronto Daily Star, May 24, 1968.

an association on May 18, 1968, to represent the teaching members of the colleges. Out of this convention the Ontario Federation of Community College Faculty Associations was formed with the

> "broad aim of the Federation 'to promote the cause of education in the community colleges' and specific goals with respect to salary, working conditions, curriculum, and teachers' qualifications.
>
> "But the Federation wants to protect the autonomy of the associations in each college ---, so that they could negotiate salary and working conditions with their own boards of governors rather than adopting a provincial scale." [74]

This latter objective was contrary to the legislation that established the colleges since the boards of governors were given authority to appoint

> "administrative, teaching and non-teaching personnel at the salary and wage rates and according to the terms and conditions established by the Council of Regents and approved by the Minister."

On its formation, the Federation commenced legal proceedings resulting in a Supreme Court Order, dated January 30, 1969, to restrain the CSAO from representing those teachers who were members of the Federation.

For the next two years, this impasse

> "effectively forestalled any bargaining [for academic staff] by any organization although discussions with local faculty associations at the college level continued in varying degrees and on a range of subjects. This unsatisfactory state of affairs was only remedied by the Government's intervention with an ingenious compromise formula to permit the selection of a bargaining agent and the commencement of collective bargaining [for academic staff] if a representative body had the necessary support.
>
> "It was proposed to both the CSAO and the Federation that a determination be made by a mutually agreed Umpire of their respective membership position among employees in the bargaining unit, with entitlement to vote based upon membership of at least 35% as of a mutually agreed date." [75]

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74. Toronto Daily Star, May 21, 1968, Ontario Regulation 268/65, Section 6(1).

75. Council of Regents Brief to the Arbitration Board, February 1972.

After numerous procedural objections and challenges as to the status of staff, the Umpire finally, on December 18, 1970, was able to determine

> "that the CSAO had just over the 35% membership while the Federation fell short of the required percentage. A vote was conducted on March 29, 1971, and the results showed more than 50% of the ballots were in favour of the CSAO." [76]

Having lost its right as a bargaining agency for the academic staff, the Federations' vitality was drained, and apparently the Federation has not been able to regain popularity with the individual faculty associations.

Refer to the Bibliography and list of documents in the appendix for further information relating to Faculty Associations.

COMMITTEE OF PRESIDENTS OF COLLEGES OF APPLIED ARTS AND TECHNOLOGY

At a meeting of the College Presidents held in the Royal York Hotel on November 28, 1967, a motion was entered into the minutes to the effect

> "that the Presidents of the Colleges of Applied Arts and Technology establish themselves immediately as a body to be known as 'The Committee of Presidents of Colleges of Applied Arts and Technology.'"

Although this motion appears to have been the first official use of the title 'Committee of Presidents of Colleges of Applied Arts and Technology, the Presidents had met on several occasions previously.

At the same Presidents' meeting, the formation of the Association of Colleges of Applied Arts and Technology of Ontario was made official by the adoption of the following motion:

> "The Committee of Presidents recommends the establishment of an Association of Colleges of Applied Arts and Technology of Ontario, and the adoption of the proposed constitution as of the date (November 28, 1967) and further, that, a provisional Board of Directors, selected from the Presidents, be established to implement this recommendation."

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76 Ibid

Prior to the establishment of the colleges of applied arts and technology, the principals of the institutes of technology, institutes of trades and Ontario vocational centres had been meeting in semi-annual conferences dating from June 3-5, 1963, on which date the principals of the provincial institutes of technology held their first conference at the Northern Ontario Institute of Technology in Kirkland Lake.

At the 9th Conference of the Institute Principals, held in Windsor on November 24 and 25, 1966, Mr. John L. Haar and Mr. W. E. Franke attended as the Presidents of the first two colleges of applied arts and technology (Centennial and Lambton) along with the President of the Ryerson Polytechnical Institute (Mr. F. C. Jorgenson), the Director of University Schools of Lakehead University (Dr. H.S. Braun) and three members from the Applied Arts and Technology Branch (Sisco, Jackson and Craighead).

Most of the items on the agenda although current topics in the institutes of technology would also have to be considered by the college officials as the colleges of applied arts and technology became established.

The next semi-annual conference held at the Ryerson Polytechnical Institute on June 5 and 6, 1967, included the presidents and other representatives from sixteen colleges of applied arts and technology and the Ryerson Polytechnical Institute, the Director of the University Schools of the Lakehead University, the principals of the remaining institutes of technology, institutes of trades and Ontario vocational centres, and administrators from the Applied Arts and Technology Branch. All items on the agenda related directly to the colleges of applied arts and technology.

During this meeting, the function that had been served by the semi-annual conferences of principals of the institutes of technology was reviewed and it was decided that similar semi-annual conferences would serve a useful purpose under the college system. As a result, the fall conference was scheduled for November 1967.

About the time the College Presidents felt that they should discuss problems directly related to them in private sessions and, commencing on June 27, 1967, they held a series of meetings resulting in the formation of the Committee of Presidents of Colleges of Applied Arts and Technology as noted in the motion at the beginning of this section.

Although two more semi-annual conferences were held, one on November 29 and 30, 1967, in Toronto and the second on June 12 and 13, 1968, at Georgian College of Applied Arts and Technology, it became evident even before the spring conference of 1968 was held that the conference concept as an open forum to discuss common problems concerning the colleges and hopefully to find the best solutions was not acceptable to the majority of Presidents.

During the winter of 1968, the College Presidents advised the Minister of Education that an organization known as The Committee of Presidents of Colleges of Applied Arts and Technology had been established with the purpose

> "to assist in and provide leadership for the development of the Colleges so that collectively they may play a distinctive role in post-secondary education in the Province of Ontario." [77]

The more specific aims of the Committee were outlined as follows:

> "To act as a medium in which there may be effective communication between the colleges to foster mutual assistance and the resolving of common problems.
>
> "To assist in bringing the work of the Colleges to the attention of the public so that the total philosophy of the Colleges may be generally understood.
>
> "To encourage professional development for the College personnel at all levels.
>
> "To act in areas not being served by other organizations with respect to the College system and to provide guidance and reaction in situations concerned with the development of post-secondary education in Ontario.

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77. Letter to the Minister of Education, dated February 16, 1968, from the Chairman of the Committee of Presidents of Colleges of Applied Arts and Technology.

"To fulfil such other functions as may be desirable from time to time." [78]

The structure of the Committee consisted of an executive and six standing sub-committees - staff affairs, Finance, Academic Standards, Student Affairs, Bibliocentre and ETV.

The letter went on to explain that

"Meetings of college officials other than Presidents will be convened regularly under the stimulus of the Committee of Presidents, so that deans, bursars, registrars and others may consider matters of mutual concern.

"Through this formal organization, it is our aim to to be of assistance to you, your officials in the Applied Arts and Technology Branch of the Department of Education, and the Ontario Council of Regents, in developing the colleges on sound philosophical and economic lines and in the spirit of their original intent.

"We expect to demonstrate, that through a responsible approach to our problems, we can provide an advisory base on which may grow and flourish a system of colleges second to none, offering educational opportunities to people in all walks of life. With this objective in view, we hope that we may have your encouragement and support." [79]

After an exchange of letters clarifying some areas of legislative authority, the Committee of Presidents of Colleges of Applied Arts and Technology was accepted as an advisory body without executive power and has continued "to provide assistance to the responsible officers of the Ministry".

During the next few years representatives of the Committee of Presidents were invited to attend meetings of the Ontario Council of Regents as ex-officio members and representatives of the Council of Regents and Applied Arts and Technology Branch attended meetings of the Committee of Presidents.

Refer to the Bibliography and the list of documents in the appendix for further information on the Committee of Presidents.

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78. Ibid.

79. Ibid.

THE ASSOCIATION OF COLLEGES OF APPLIED ARTS TECHNOLOGY OF ONTARIO (ACAATO)

Although the Presidents had been meeting regularly as a Committee dating from June 1967, and the Chairman and Vice-Chairman of Boards of Governors had held some special meetings dating from February 1968, it became apparent that Boards of Governors and Presidents had many inter-related problems which should be discussed in open sessions. It was agreed that those charged with the responsibility of administering the affairs of the new colleges should form a joint association to exchange points of view on major policy matters and make recommendations to the Council of Regents and the Minister of Education. Such an organization was even more essential for those presidents and board members with limited or no experience in developing new educational institutions. The resulting organization adopted the name, the Association of Colleges of Applied Arts and Technology of Ontario as proposed by the Committee of Presidents at its November 28, 1967 meeting.

The first meeting of the Association identified subsequently at ACAATO, was held on June 27, 1968, at which time an interim constitution was adopted. The membership consisted of the chairmen and vice-chairmen of boards of governors and the presidents of the colleges and it was understood that the chairman of the association would be a board representative. Although the presidents actively participated in the new organization, they continued to meet on a monthly basis as the Committee of Presidents.

The first executive of ACAATO was

chairman:	Mr. John G. Laurie, Chairman of the Fanshawe College of Applied Arts and Technology Board of Governors,
vice-chairman:	Mr. John L. Haar, President of the Centennial College of Applied Arts and Technology,
Secretary Treasurer :	Mr. M.P. Forestell, Q.C., Chairman of Niagara College of Applied Arts and Technology, and
Chairman Staff Relations Committee :	Mr. R.C. Short, President of the St. Lawrence College of Applied Arts and Technology.

During the next four years ACAATO sponsored three general conferences; the first was held in June 1969 at St. Lawrence College of Applied Arts and Technology in Kingston, the following year at Mohawk College in Hamilton, and the third in 1971 at Seneca College in the Borough of North York. The major objective of the conferences was

> "to ensure adequate communication between the Department [of Education], the Council of Regents, Boards and Colleges on relevant matters of policy and trends interliary education." [80]

After the third conference, it was decided that such conferences on an annual basis had served their usefulness because they had become too large and costly for one college to host, and, too, the value to individual members was questioned. It was suggested that regional conferences would be of greater value to individual colleges within each region. With the original initiative lost, neither a provincial nor a regional conference has been re-instituted.

During the first four years, the Association experimented with constitutions adopting the current one at the January 6, 1972, meeting. The Association now includes three principal bodies: a Committee of Presidents, a Committee of Governors and a Council of Governors and Presidents. The Constitution identifies the constituent groups as follows:

> "The Committee of Presidents will be composed of all Presidents of Colleges of Applied Arts and Technology; the Committee of Governors will have sitting on it one Board Member from each college; and the Council of Governors and Presidents will be composed of the Presidents of member colleges and the Chairmen and vice-chairmen of their respective Boards of Governors or their delegates.
>
> "The Council of Governors and Presidents will be the governing body of the Association of Colleges of Applied Arts and Technology."

The purpose of the Association according to the constituent is as follows:

> "To provide a forum: to discuss matters of common interest and concern; to exchange views on major

"policy matters such as the philosophy, the financing and the effectiveness of Community Colleges and their programs.

"To ensure adequate communications and full examination of matters of import by those primarily concerned with the Colleges, especially the Boards of Governors, the Presidents, the Council of Regents and the Department of Colleges and Universities.

"To recommend, to the Department and to the Minister of Colleges and Universities, the adoption and implementation of policy which ACAATO believes is desirable for the common good of all the Colleges and society."

The Constitution suggests that considerable soul-searching had gone on during the four years prior to its adoption. As early as 1968 the members of the Association, both Governors and Presidents, were becoming conscious of the beginning of a subtle power struggle involving the Department of Education, the Council of Regents and the representatives of the Colleges.

The uncertainty of the role of the Governors and Presidents is reflected by the following statements and questions as recorded in the minutes of the early meetings of the Association:

"Colleges have all the autonomy needed."

"----- college does not have trouble indentifying where the authority lies."

"Can see no autnonmy where employees are included in the CSAO without notice."

"Important to clarify where authority lies among the Council of Regents, Department of Education and Board of Governors."

"The three groups feel totally responsible for all aspects of Colleges' operations. This must be clarified."

"It is necessary to make a submission to the Minister to express concern regarding such clarification of authority."

"----- must study organizational structure to preclude against becoming vulneralbe through default (as in the case of CSAO) and proceed as quickly as possible."

"Can some one demonstrate the need for the Council of Regents?"

"The Council of Regents was originally intended as a check and balance or safeguard."

"Would recommend Colleges be governed by a separate Department of Government with a Minister to sepak for the CAATS."

"The Minister should be informed that this matter is under consideration with a request that, if any changes are being considered ACAATO be given the opportunity to present views."

"----- the structure which served so well in the formative stage is not necessarily the one to best ensure the development of the Colleges as they prepare to serve the communities of Ontario in the nineteen-seventies."

"----- it must be ensured that the Brief expresses ACAATO members' interest in the future and makes no reference to lack of spirit."

"The original Committee [Staff Relations] was conceived to form a single voice to act on behalf of the Colleges, now that ACAATO is formed the purpose would seem uncertain."

"----- the motion [as] read presupposes that the Board of Governors have now abdicated all authority for the salaries and working conditions of non-academic employees, and also recognizes CSAO as the bargaining unit for Colleges in the Province."

"----- unless and until legislation is changed the Council of Regents has the responsibility of setting conditions of employment."

These statements and questions were credited almost equally to presidents and board members indicating a common concern and directing attention to the urgent need for better communications among the three vitally interested groups in the development of the colleges. And, too, it was apparent that the members of the Association required an interpretative understanding of the existing Acts and other legislation under which the colleges were established and had to operate, and in addition, an understanding how changes could be made to adjust to inequalities and to evolving needs.

A brief was prepared outlining three or four possible structures in a re-organization of the college system for presentation to the Minister. In the brief, the members of the Association expressed a belief that a change in the college system was necessary to ensure:

"excellence of staff and curriculum.

"a proper understanding of the role and function of the Boards of Governors,

"a clear definition of the Board's contractural powers, and

> "a revitalization of that spirit of enthusiasm and optimism with which the start of the College system was endowed." [81]

In the five years following the presentation of the brief, changes have been made by the creation of the Ministry of Colleges and Universities by the appointment of a permanent chairman of the Council of Regents, by the assignment and concentration of authority, by improved inter-communications through representation of each group in the meetings of the others, and by the restructuring of ACAATO itself.

In conclusion, it would appear that ACAATO, without legislative authority, will exercise an increasingly greater influence on the governing process with respect to the development of the colleges of applied arts and technology than any legislative or other organization within the college structure, an influence of which even the members are not fully aware. Perhaps this is wherein ACAATO's strength lies, and wherein the strength of the college movement will be tempered.

Refer to the Bibliography and the list of documents in the appendix for further information on the Association of Colleges of Applied Arts and Technology.

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81. Draft of a Brief to the Minister of Education dated November 1, 1968.